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Governance and Leadership Roles as the Strategies for Effective Higher Education in Nigeria: An Examination

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Abstract- The paper set out to examine how Nigerian government initiated higher education policy reforms that intended to bring its university system more in line with international best practice and also to analyse how the reforms promote increased institutional autonomy, greater system differentiation, strengthened governance and mechanisms for quality assurance. The paper adopts an approach that is based on a qualitative analysis of concepts of leadership and higher education. The gap in knowledge is how Nigerian government seeks to create a viable environment with more flexible and responsive system of university teaching, learning and research that will contribute increasingly to national innovation development and economic growth. The finding revealed that the crucial function of higher education in the knowledge economy has been the object of various empirical demonstrations that succeeded in showing a strong correlation between higher education and GDP growth, through human capital development and technology diffusion. Therefore the paper finds out that a large number of factors that can influence and limit the higher education benefits and some important issues need to be addressed. In Nigeria a variety of international donors support higher education, emphasizing or neglecting some aspects depending on their nature, their sensitiveness, their ultimate scope. This paper gives particular attention to issues of governance/ management, Leadership, finance and accountability.

Keyword: *governance, leadership, management, accountability, higher education.*

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I. Introduction

Saint, Hartnett & Strassner (2013) observes the higher education 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 economy and society in all nations (World Bank, 1999). Yet the potential of higher education systems in developing countries to fulfill this responsibility is frequently thwarted by long-standing problems of finance, efficiency, equity, quality assurance and governance. Now, these old challenges have been augmented by new challenges linked to the growing role of knowledge in economic development, rapid changes in telecommunications technology, and the globalization of trade and labour market (Salim, 2001).

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The role of higher education as a major driver of economic development is well established, and this role will increase as further changes in technology, globalisation, and demographics impact Nigeria. To remain competitive in light of these changes, Nigeria will need to improve productivity and adopt an innovative spirit. Higher education has the capacity, knowledge and research necessary to help achieve these goals (Sampson, 2004). Since the World Bank sponsored study of Bloom & *et. el,* (2005) "Higher Education and Economic Development in Africa", the crucial function of higher education in the knowledge economy has been the object of various empirical demonstrations that succeeded in showing a strong correlation between higher education and GDP growth through human capital development and technology diffusion. The case of Nigeria, where the extremely low rate of tertiary education enrolment and the critical conditions of university coexist with high growth rates, demonstrate that human development is also a matter of appropriate policies (Montanini, 2013).

Montanini (2013) opines that if there's a common consent on the positive role by tertiary education for socio-economic development, it remains still difficult to determine how educational institutions, governments and private sector stakeholders must act together in order to create a development virtuous circle. A large number of factors can influence and limit the higher education benefits and some important issues need to be addressed. What kind of interaction is adopted between universities, institutions and society as a whole in order to achieve sustainable development? To what extent can academic institutions influence development strategies at the national and international level? What mechanisms can favour youth entrepreneurship and innovation, linking public and private sector? How far must higher education move from massification to excellence without worsening social inequalities?

Following years of questionable higher education policies under military administrations, 21st century witnessed by Nigeria's democratically elected government of Olusegun Obasanjo suggests policy movement in the right dimension. This paper reports on the present condition of higher education in Nigeria and assesses the new policy initiatives against the

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backdrop. In Nigeria, a variety of international donors support higher education emphasizing or neglecting some aspects depending on their nature, their sensitiveness and their ultimate scope. They seek to create a more flexible and responsive system of university teaching and research that, over time, will contribute increasingly to national innovation capacities, productivity gain and economic growth. It concludes with a summary assessment and suggestions the further improve system performance

II. Conceptualand Literature Review

Kezar and Eckel (2004) agrees that the concept of governance refers to means by which higher educational institutions are formally organised and managed, though often there is a distinction between definitions of management and governance. Simply, university governance is the way in which universities are operated. Governing structures for higher education are highly differentiated throughout the world. Internationally tertiary educations are governed by differentiated structures of management. The concept of governance for university education refers to the internal structure, organisation and management of autonomous institutions. The organisation of internal governance is generally composed of governing board, the university chief executive with a team of administrative chancellors and staff, faculty senate, academic deans, departmental heads and, usually, some form of organisation for student representation.

Edem (2012) opines that governance is a multi-level concept, including several different bodies and processes with different decision-making functions. Generally, institutions are recognised as autonomous actors with varying degrees of interdependence and commitments to the external stakeholders, state and federal government.

Saint *et.al* (2013) stresses further that in Nigeria, capacities for managing the university system and individual institutions have struggled to keep pace with the increasingly large and complex federal university system. Professional management techniques and training generally have not been applied. Management information systems vary widely in their use and their development is limited. Strategic planning is in its infancy. Institutional communications with internal and external audience are weakly developed. Moreover, management innovation does not seem to be a conscious pursuit. They explained further that responsive university systems around the world have been moving towards more business-like forms of management and governance (Clark, 2001). In the process, accountability, quality assurance and performance monitoring have become more important, and management innovation has become a permanent quest.

Sanda (2012) opines that the main aim of the university management is the coordination of the activities of staff and students without interfering with academic decisions. University governance is the management of academics, human (management of men and women) and material resources in the production of persons that are found worthy both in character and learning. She explains further that management of university education can be looked at from two dimensions: the external and the internal dimensions. The external dimension is the control by the federal government through the National University Commission (NUC), a body charged with the coordination of university management of each university. It represented as a simple organogram. The first is the visitor who is usually the President/Head of State that establishes it. He usually comes to grace the convocation ceremonies where he uses the occasion to address the academic communities on matters of the moment.

Berdahl (2010) sees the concept of accountability as government involvement in assessing quality in the Nigerian higher education which is ever increasing. Higher education in Nigeria today receives tremendous government funding from the local, state and federal levels. This has led to an increased pressure on governments to account for how tax payers' money is being spent. The very reasonable public questions are: what are we receiving for our money? Is higher education delivering on its promises? Students learning accountability emanates from the view that public institutions and those working in them should be sensitive to social and community prescriptions.

Ekundayo & Ajayi (2009) refers to accountability as the duty to render account of work performed to a body that has authority to modify the performance by the use of sanction or reward. Accountability means different things to different people and it has been defined in many ways. Government needs access to relevant information on the operation of the education system to determine whether the state is getting good value for its investment. The investment is normally high, the society specifies certain expectation that the educational sub-system will provide to meet certain educational needs of the society.

Sanda (2012) observes that the higher education providers in Nigeria and elsewhere in the world have come under increased scrutiny by various stakeholders, such as government agencies, accrediting agencies, alumni, politicians, general public and the media. In modern global economy, a premium is placed on higher education. A nation is less competitive if its population is not well educated. It means that a nation's higher education system has become an integral element of its larger economic plan and a crucial determinant of future economic growth.

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Therefore, government has responsibility to ensure that the higher education sector is functioning well.

Maja (2010) defines education as a production and reproduction of knowledge of people's way of life that is their culture with the aim of preparing and maintaining the social structure that will be able to guarantee social order and changes in the society. Education is one of the basic means of human and cultural self-realisation as well as a means of realising the productive power of a nation. National Policy on Education (FGN, 2004) defines higher education as the post-secondary section of the national education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training Colleges, Corresponding Colleges and such institutions as may be allied to them.

Adelani (2013) sees leadership as the ability to influence or mobilise other people in order to attain the goal of the organization. It has to do with coordination of people's efforts in an organization, efficient and effective allocation of the organisational resources in order to achieve the desired goal.

III. Theoretical Review

In the era of economic crisis, the dominant role of the state in the economy and national development in Nigeria and the world over is seriously being challenged. The state has assumed a preponderant role in the provision of social and welfare amenities to the people. There are many theories that can be used to explain why public and private sectors, groups and individuals should be involved in the provision or in the delivery of public goods in an efficient and effective manner. Among others, are the public choice theory, system theory, psychological and moral development theory.

Adelani (2013: 90) opines that the public choice theory assumes that one way of measuring the success or failure of government in modern societies is to assess how far government goes in developing or failing to develop the conditions for satisfying the basic needs of the people they govern. Such needs include basic socio-economic infrastructure, public services and creation of an orderly and productive way of life. He explains further that the effectiveness of such government is measured by their ability to mobilise or generate adequate resources to meet the needs, as well as to facilitate opportunities on the path of socio-economic development. Furthermore, public choice scholars suggest that effective governance and meaningful socio-economic transformation can best be achieved in human societies through the system of democratic administration as opposed to those of bureaucratic administration (Buchaman, 1988).

Afegbua (2011) agrees that the systems approach is the part of the theory of organisation that aims at addressing the question of "the best way to organise". This relates to the issues of structuring, functioning and the performance of organisations as well as the behaviour of individuals and groups that participate in production. The important features that may define a "system" include interrelatedness or interconnections, interdependence or reciprocity, a network of roles and, interactive relationships. An implication of the above is that the efficiency and effectiveness of a system and the degree of its sustenance as well as its survival depend largely on the level of compatibility of the parts with themselves in their relationship to the whole.

Adelani (2013) sees application of the system theory to higher education as an open system. The university does not operate in isolation. It exists and operates within an environment such as socio-cultural, economy, politics, technology etc. The university as a sub-system of asupral system operates within the national and international environments. It relates with these environments by receiving inputs from those environments and releases outputs into the external environment. The performance and the quality of this university system is a function of the quality input received from the environment, its ability to process or convert those inputs to output (management capacity) and the conduciveness of the environments and the quality of its outcome would be measured by feedback from environment.

Adelani(2013) sees contingency theory as evaluating the performance of any organisation having understood its objectives. The performance of the university is contingent upon the availability of these institutional factors such as clearly expressed objectives, technology, adequate funding, qualifies teachers etc. According to Sanda (2012) most of the problems of Nigerian universities relate to resources such as facility and conducives environment. The approach is anchored on the basis that the environment where the organisation is located is of primary importance. It could be inferred that if the institutional variables needed for the survival of the university are available, the university will perform efficiently and effectively, but if not, it will not perform optimally.

IV. Research Methods

This paper adopts an approach that is based on a qualitative analysis of the concepts of leadership, accountability, governance, higher education and management in relation to strategies for effective higher institution within the context of governance and leadership roles. The paper also reviewed related literature, including textbooks, academic journals, magazines, newspapers and internet source of data. The paper utilized purposive sampling method, in-depth investigation and face to face interview method with sixty

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respondents which were randomly selected to elicit information about the federal government education reforms policy in three selected universities in Southwestern Nigeria, namely; O.A.U, Ile-Ife in Osun State, LASU, Ojo in Lagos State and FUTA, Akure in Ondo State.

a) *Governance and Management in Nigerian Higher Education*

Ede (2012) opines that a university is established to encourage the advancement of learning and to provide learning instruction and other facilities for the pursuit of learning in all its branches. Universities are governed by differentiated structures of management which is authorised or required by the university Act or statute. A university is an autonomous public institution with general function of providing liberal higher education and encouraging the advancement of learning throughout Nigeria. University governance is the management of men and women with most highly developed and developing minds and intellects.

Ekundayo & Ajayi (2009) agrees that the main aim of the university management is the coordination of the activities of staff and students without interfering with academic decisions. University governance is the management of academics, human (management of men and women) and material resources in the production of persons that are found worthy both in character and learning. They explained further that management of university education can be looked at from two dimensions that is the external and the internal dimensions. The external dimension is the control by the federal government through National University Commission (NUC), a body charged with the coordination of university management in the country. On the other hand, the internal management of each university is represented by a simple organogram.

Saint, Hartnett, & Strassner, (2013) agrees that in Nigeria, capacities for managing the university system and individual institutions have struggled to keep pace with the large and complex federal, state and private university systems. Professional management techniques and training generally have not been applied. Management information systems vary widely in their use and their development is limited. Strategic planning is in its infancy. Institutional communications with internal and external audiences are weakly developed. Moreover, management innovation does not seem to be a conscious pursuit.

They explained further that in recognizing these shortcomings, the National Universities Commission (NUC) took steps in 2001 to promote more professional institutional management by encouraging institutional strategic planning and organizing annual two-weeks training workshops for senior administrators and establishing a uniform accounting code for the university system. As yet, more efficient and responsive management has been slow to materialise. A possible explanation for this lack of progress is suggested by Clark (2001). He argues that an institution's incapacity to respond is the limit on government funding capability combined with rigid internal organizational structures. These conditions seem to prevail in Nigeria. Funding dependence has been demonstrated above and organisational rigidities are also apparent.

Amuda-Kannike (2015) reporting from Uzoka (2007) sees government financial policy on education as being subjected to constant review with the intention of allocating more resources to higher education. Even though there appears to be absolute increase in fund allocated to the education sector over the years, yet there is financial crisis in education. According to Ogbogu (2011), Nigeria as a developing nation is currently witnessing increased enrolment of students in its various higher institutions. The increase in enrolment demands corresponding increase in funding which is not the case with Nigeria. Fund allocation does not increase to meet the demand of funds occasioned by the enrolment increase. She explains further that finance is a major driver in achieving the various policies of higher education as well as in ensuring their smooth administration. In Nigeria the policy document on financing of higher education specifies that since education is expensive social services, it requires adequate financial provision from government for successful implementation of the programmes.

Consequently, Ogbogu (2013) posits that gross under funding undermines the autonomy of the institutions in Nigeria and that financial crisis has also generated an obvious deterioration in quality of education. Okebukola (1998) indicated that because of the cuts in education budget, the quality of education provided is seriously affected by the deterioration and scarcity of facilities and equipment such as laboratories, libraries and general teaching materials. The result, according to Ekundayo (2009), was a summon table pressure on the available resources, thereby resulting in downward pressure on staff salaries together with deteriorating working conditions.

Sanda (2012) opines that the use of committees which were entrenched in the Law/Acts establishing Nigerian universities as indicated in the University of Ibadan Acts of 1962 that: "Anybody or persons established by the Acts shall without prejudice of the generality have power to appoint committees consisting of members of that body and subject to the provisions of sub-section (7) of the section four of this Acts to authorise committee established by it to exercise, on its behalf, such of its function as it may determine".

He explained further that in the management of higher institutions, committees play very important roles in the decision-making process. As a democratic establishment, university decisions on governance must reflect the opinion of a cross section of the staff if such

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decisions are to be accepted. Many institutions in the country established many committees to assist in arriving at useful and meaningful decisions that can facilitate a proper management and growth of the university education. Universities have been described as international committees engaged in the daily business of the search for knowledge and truth. The management of such complex organization requires participation through the committee system because of the bureaucratic, collegial and political models that are applicable in them.

Nwachukwu (2008) describes a committee as a device for achieving coordination of activities and sharing information among various departments and divisions of an organization. He further states that committee decisions help to promote better coordination in an organization. The primary motive of instituting the committee system in institutional governance has grown out of the motive of concern for democratizing decision-making in those institutions and recognition of the need for more broad based decision making as universities become more complex.

Wikipedia, the free encyclopedia (2013) sees governance in higher education as the means by which institutions for higher education (tertiary or post-secondary education) are formally organised (though often there is a distinction between definitions of management and governance). Simply, university governance is the way in which universities are operated. Governing structures for higher education are highly differentiated throughout the world, but the different models nonetheless share a common heritage. Internationally, tertiary education includes private for profit, and public institutions governed by differentiated structures of management.

It explains further that governance and management of post-secondary institutions becomes even diverse with the differences in defining the relationships between higher and tertiary education (university education), post-secondary education, technical and vocational education, and community college models of education. The issues are complicated by current debates over collegial and shared forms of governance contrasted to corporate and business forms of institutional governance.

b) Accountability and Quality Assurance in Nigerian Higher Education

Fourie (2004) agrees that accountability refers to the duty to render account of work performed to a body that has authority to modify the performance by the use of sanction or reward. The higher education providers in Nigeria and perhaps elsewhere in the world have come under increased scrutiny by various stakeholders, such as government agencies, accrediting agencies, alumni, politicians, general public and the media. In a modern global economy, a premium is placed on higher education a nation is less competitive if its population is not well educated. It means that a nation's higher education system has become an integral element of its larger economic plan and a crucial determinant of future economic growth, therefore, government has a responsibility to ensure that the higher education sector is functioning well. He explains further that the question of autonomy, freedom and accountability need three areas for consideration, namely; the individual within an institution or organisation; the institution or organization within a system, and the system within the society.

Autonomy and accountability can be balanced to maintain a vibrant intellectual environment through several approaches. An important step to be taken first is building public trust among the key stakeholders; that is, faculty, institutional administration, governing and coordinating boards, elected policy makers, state budget officials, the media, and ultimately the public. This can happen when there is leadership vision and trust among, and between the various important players in the state and its higher education.

Ede (2012) agrees that autonomy and accountability requires understanding, foresight, clarity and communication. It also requires that stakeholders have a clear understanding of the dynamics of the past, develop the skills necessary to successfully navigate through the problems and issues of the present, and acquire a vision and understanding of the future through collaboration, communication and the identification of a common vision.

He explains further that higher education institutions should endevour to operate open governance in order to be accountable. They should be accountable for the following reasons:

- Effective communication to the public concerning the nature of their educational mission.
- Commitment to quality and excellence in their teaching, scholarship and research function, and an obligation to protect and ensure the integrity of their academic mission.
- Effective support of academic freedom and fundamental human right.
- Ensuring that they address themselves to the contemporary problem facing society; to this end, their curricula, as well as their activities, should respond, where appropriate, to the current and future needs of the local community and society at large, and they should play an important role in enhancing the labour market opportunities of their graduates.

Systems of institutional accountability should be based on scientific methodology and be cleared, realistic, cost-effective and simple. In their operation, they should be fair, just and equitable, both the methodology and the results should be open. Higher

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education institutions, individually or collectively, should design and implement appropriate system of accountability, including quality assurance mechanism to achieve the stated goals, without harming institutional autonomy or academic freedom.

Sanda (2012), posits that higher education administrators and governing council members need to promote a "culture of transparency", meaning providing partnership and stakeholders with sufficient information to make decisions. This information includes the source of financial resources and how they are being consumed, student achievement reporting procedures and data sources, and policies that document programme decision. The governing council needs to make decisions and be forthright in sharing the problems and challenges facing higher education. The formation of advisory committees with stakeholders as member will enhance the image of higher education.

Ekundayo & Ajayi (2009) states that the dean and faculty members should celebrate their achievements and report the performance indicators of their academic programmes to the public through local media and their own print material resources. He explained further that deans and faculty members through appropriate organiisations can host state, national or international conferences in partnership with financial sponsors on their campuses since such efforts are an excellent way to advertise and introduce a university campus to conference participants not previously familiar with such campuses.

Akerele (2008) sees quality assurance as meeting or conforming to generally accepted standards as defined by quality assurance bodies or appropriate academic and professional committees. One could name different structures and institutions in the system of education which are supposed to assure quality. Education reforms worldwide are aimed at providing better quality of education, hence the previous structures and institutions are to be recognised in order to achieve this aim in the best possible way.

Adelani (2013) agrees that quality assurance in education has become an all-embracing concept that includes all policies, processes and actions through which the quality of education provided is developed and maintained. Quality assurance refers to the planned and systematic actions (deemed) as necessary to provide adequate confidence that a product or service will satisfy given requirements for quality. For higher education institutions this requires them to demonstrate responsible actions in their professional practices, be accountable for public funds received and demonstrate the results they achieve with the available resources.

Adelani (2013) reporting from Elton (2002) refers to quality assurance as quality 'A3'S: Accountability; Audit; and Assessment and Suggests. These are concerned with the control of quality and the people who control quality, the particular mechanisms for assurance are usually imposed by external bodies such as university management and most commonly include accreditation, external examiners and quality audits. As a control tool or strategy, therefore, the focus is predominantly on the extent to which the procedures and conditions that are perceived to result in appropriate levels of quality are followed within institutions or programmes and are effective in meeting their purpose.

c) Current Trends in Nigerian Higher Education and their Implications for Performance

Sanda (2012), posits that the recent findings on the state of higher education in Nigeria as conducted by the World Bank and UNESCO has confirmed the degradation of the Nigerian education system. Nigeria was a country that produced world class higher education graduates that competed with their counterparts around the world and hard work was their watchword. Today, we only produce the worst set of uneducated higher institution graduates that cannot structure a simple sentence. Higher education institutions in Nigeria are confronted with several challenges. The challenges facing Nigerian higher education are complex; it is a combination of dilapidated infrastructure, financial constraints, accessibility and equity, graduate unemployment, and disciplinary problems.

- Deteriorated Infrastructure: It is worrisome to note that higher educational institutions are fast decaying. All the required resources for education production process are in short supply. Insufficient lecture halls, lack of facilities in laboratories, lack of facilities in students' hostels, library space, books and journals, official spaces are all seriously inadequate. The equipment for teaching and learning are either lacking or very inadequate and in bad shape to permit the higher educational systems the freedom to carry-out the basic functions of academics.
- Financial Constraints: If one surveyed most universities in the world, they would point to shortages of funding as their great challenges while higher education expands very quickly, the increase in the government appropriations for higher education could not keep up with the growing costs. This has been considered to be rather grossly inadequate considering the phenomenal increase in student enrolment and increasing cost, which has been aggravated by inflation. The apparent shortage of fund has been responsible for the declining library, laboratory facilities and in higher educational system. This, in no small way, makes the governance of the system a herculean task.
- Access and Equity: The distribution patterns of the limited higher education opportunities can result in

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social equity problems. There is also the problem of regional disparities in Nigeria, for example, in order to solve this problem, students from educational, disadvantaged states have been given favourable conditions for admission to federal universities. The increasing regional disparities in the development of higher institutions have attracted the attention of the federal government such that federal interventions have been made like grants allocated to underdeveloped states in Nigeria.

- Graduate Unemployment: The problem of graduate unemployment is a reality in Nigeria, where graduates have to wait for years to get jobs in the labour market. It is common to be subjected to series of competitive examination for appointments and rigorous interviews.
- Political Interference: The higher education system these days is not totally free from the influence of politics. Government of the day, most especially in the state-owned higher institutions and federal universities interferes a lot in terms of selection and choice of the Vice-chancellor, Deans, Heads of Department, Directors of Programmes, Provosts and by constituting visiting panel at wills, instead of the minimum five years intervals.
- Disciplinary Problems: Disciplinary problems have since the mid-1980's become a common phenomenon of our tertiary institutions. Student's disruption of academic activities, cultism and raping can be traced to other factors such as exposure to foreign culture through the movies. Students no longer wish to accept the curious status of being treated as children in disciplinary and organizational matters and as adults in what they are expected to do.
- Market Forces: Some of the market forces affecting Nigerian universities are Unified Tertiary Matriculation Examination (UTME), matching education to job demands; and infrastructure inadequacies. The Unified Tertiary Matriculation Examination had caused a serious concern for both parents and candidates in Nigeria due to the newly introduced Computer Based Test (CBT) for admitting students to the university. Since it takes candidates a while to gain admission into the Nigerian university, a good number opt for any course; by doing so, a course might not be job matched with the education of the students.

V. Findings

The major findings revealed that the role of higher education is a major driver of economic development is well established, and this role will increase as further changes in technology, globalisation, and demographics impact Nigeria meanwhile, the finding revealed that the crucial function of higher education in the knowledge economy has been the object of various empirical demonstrations that succeeded in showing a strong correlation between higher education and GDP growth, through human capital development and technology diffusion and the finding also revealed that the present condition of higher education in Nigeria with assessing the new policy initiatives against the backdrop seek to create a more flexible and responsive system of university teaching and research that, over time, will contribute increasingly to national innovation capacities, productivity gain and economic growth. The implication of the findings stated above is that if Nigeria government can implements the educational reforms policy and gives particular attention to issues of governance/management, leadership, finance and accountability the Nigeria higher institutions will still compete with the highest ranking universities in the world.

VI. Conclusion

Education is the bedrock of all sectors of the human society; that is education is a life-long process that has interpretation in type, purpose and level. An attempt has been made to review the current trends in higher education institutions in Nigeria and the consequences of inadequate funding of higher education sectors are mentioned with possible strategies for improving funding to higher education in Nigeria recommended. Education should be the concern of the government and society. Thus, the government and private individuals should be motivated to support higher education if we shall have the future of our dream.

Suggested Solutions to the Problems in Nigerian Higher Education

Udey, Ebuara, Ekpoh & Edet, (2009), state that education embodies the development of desirable habits, skills and attitudes which make an individual resourceful in the society. It enables people to acquire knowledge and skills by decoding the prevailing traits for an effective used. From the sociological perspective, it has become obvious that the grand aims of producing high-level manpower for national development for which the higher education is meant are not being achieved as a result of the multi-faceted problems bedeviling the management of the higher education in Nigeria. It therefore, becomes necessary to suggest ways of making the system more effective and efficient in relation to contemporary Nigerian society.

1. Government should allocate more funds to higher education institutions so that they can be more effective in their day-to-day operations. Funds allocated should be disbursed on time in order to avoid the loss in real value arising from inflation. The higher education institutions should seek alternative

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sources of revenue generation to augment what the government allocates to them. Reliable accounting system should be established in each Nigerian higher education institution to guarantee accountability, honesty, and transparency.

2. Broad and up-to-date researches to generate knowledge should be a fundamental requirement for teaching in higher education.
3. If quality is to be enhanced in our Nigerian universities, the infrastructural base of the system needs to be improved upon. The government should make available enough funds for the maintenance of existing facilities and they should intensify efforts in providing more physical facilities.
4. Personal emolument has to be revisited, if education is well funded; pay packages of academics should be reviewed upward and the conditions of service improved upon so that there would be no brain-drain.
5. Eradicating cultism in higher education is a joint task of all the stakeholders (government, university authorities, religious leaders, students and parents). They should come together and decide on how cases of cultism should be addressed in campuses.
6. New teaching/learning approaches for the development of crucial and creative thinking should be integrated.

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