



International Journal of Advanced Research

ijar.eanso.org

Volume 5, Issue 1, 2022

Print ISSN: 2707-7802 | Online ISSN: 2707-7810

Title DOI: <https://doi.org/10.37284/2707-7810>



EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Gains and Setbacks Related with Institutional Governance Reforms in Nigerian Universities

Stella Ofor-Douglas^{1*}

¹ University of Port Harcourt, P.M.B 5323 Choba, Rivers State, Nigeria.

* Author for Correspondence ORCID ID: <https://orcid.org/0000-0002-6855-2106>; Email: Stellaofor031@gmail.com.

Article DOI: <https://doi.org/10.37284/ijar.5.1.990>

Publication Date: ABSTRACT

02 December 2022

Keywords:

*Gains,
Setbacks,
Institutional
Government
Reforms,
University
Education.*

Various reforms have been set up by the government at different periods with an aim to increase sustainability in Nigerian universities. These institutional government reforms are instrumental in promoting change and development in the nation's education sector. The major issue in this respect is that these reforms are rarely carried out fully or are not carried out at all and this results in perpetual turbulence in the nation's education system. As a result, it is essential that an analysis be carried out on this topic to examine the need for these government reforms, the issues associated with trying to implement them effectively and how best they can be implemented. A brief introduction which explains why this paper is necessary will be provided. The associated aims of this study which will shed light on what this topic intends to introduce to the mind of readers will be examined. A suitable literature review detailing the sub levels of this paper's topic will be explained step by step. The setbacks provided by this paper double as its issues and they highlight the fact that there are both internal and external reasons as to why institutional government reforms are not effectively implemented. This paper suggests how best these issues can be curtailed and these include holding the government accountable for their promises, strict punishment on corruption associated with government reforms, provision of entrepreneurship training by the government etc. This study concludes that in spite of the setbacks faced in carrying out government reforms in Nigerian universities, the parties with the power to instil change need only search for solutions such as the ones discussed in this paper and implement them as necessary. This will cause a major turnaround in the poor reputation of the nation's education system and as such provide the positive change and development needed by all.

APA CITATION

Ofor-Douglas, S. (2022). Gains and Setbacks Related with Institutional Governance Reforms in Nigerian Universities. *International Journal of Advanced Research*, 5(1), 184-196. <https://doi.org/10.37284/ijar.5.1.990>

CHICAGO CITATION

Ofor-Douglas, Stella. 2022. "Gains and Setbacks Related with Institutional Governance Reforms in Nigerian Universities." *International Journal of Advanced Research* 5 (1), 184-196. <https://doi.org/10.37284/ijar.5.1.990>.

HARVARD CITATION

Ofor-Douglas, S. (2022) "Gains and Setbacks Related with Institutional Governance Reforms in Nigerian Universities.", *International Journal of Advanced Research*, 5(1), pp. 184-196. doi: 10.37284/ijar.5.1.990.

IEEE CITATION

S. Ofor-Douglas, "Gains and Setbacks Related with Institutional Governance Reforms in Nigerian Universities.", *IJAR*, vol. 5, no. 1, pp. 184-196, Dec. 2022.

MLA CITATION

Ofor-Douglas, Stella. "Gains and Setbacks Related with Institutional Governance Reforms in Nigerian Universities." *International Journal of Advanced Research*, Vol. 5, no. 1, Dec. 2022, pp. 184-196, doi:10.37284/ijar.5.1.990.

INTRODUCTION

Universities around the globe are blazing new trails toward sustainability which has become a vital part of developing national institutions. This explains why various developing countries are seeking more opportunities to create a productive environment for their future generations. In Nigeria, there is a need for evolution and transformation in all sectors of the economy but the education sector is one that needs careful focus. Due to the constant instability of Nigeria's education sector, there is a need to generate and apply ideas and innovation that will set the education sector on track (Olayinka et al., 2017). Typically, economic prosperity is viewed to be significantly influenced by the higher education sector. Human capital and knowledge, which are essential for economic progress, are produced by higher education (Romer, 2001). As such, higher education should be put on a pedestal in every nation that intends to develop properly. The desire to increase work options and the fast-growing youth population have pushed this demand for higher education. Popular research and statistics suggest that more education should increase youth employability, but this is not the case in Nigeria. (Hussain, 2020). The university environment is one characterized by dynamism and as such, it requires necessary and reasonable change for it to grow and to achieve its educational goals and objectives. Thus, the Federal Government has put in place institutional reforms to aid the development of university education and the progression of the sustainable development goals of quality education. Onyenekenwa et al. (2009) maintain that these reforms have not been without any challenges. It has been a trend in Nigeria to see failed promises from

politicians, poor policies that cause more harm than good or policies that never see the light of day. In spite of the failure, reversal, and summersault experienced by the previous political programs, new ones are consistently stated, promoted, and lauded.

Reforming outdated laws has recently been the norm (Onyenekenwa et al., 2009). Till the proper course of action is taken to reverse poor decisions related to institutional reforms in Nigeria, no impact would be made in the nation's education sector. This paper intends to shed light on how best these reforms need to be implemented and created to bring about the best results for national and individual development. Various authors have failed to highlight the particular reformation efforts in higher education with the help of governmental policies which is advantageous. This work aims to fulfil that gap. This paper aims to; promote government priority to the education sector and provision of relevant and practical reforms for it, recognize human resources which can be developed by training students in entrepreneurial skills, advise the government on how to provide for the poor who all need to attend school and bring back feeding schemes, scholarships, skill acquisition etc for their benefit. The government should do everything possible to prevent incessant striking, rioting and protest in the university such as meeting with students and staff representatives regularly to hear the needs of the university environment. The government also needs to do routine checks on tertiary institutions to ensure they are qualified to support students especially in terms of lodging, facilities, learning and extra curriculums and implement the reforms the government creates. (Gusau, 2008).

INSTITUTIONAL GOVERNMENT REFORMS

Institutional reforms entail striving towards connected initiatives with the goal of enhancing an institution's output and influence on stakeholders (Vaibha, 2017). This implies that institutional government reforms are for the collective benefit of everyone in a university environment be it the staff, students, or stakeholders. Institutional reform is the process of examining and restructuring state institutions to ensure that they uphold the rule of law, protect human rights, and are answerable to their citizens. (Institutional Reform by International Centre for Transitional Justice, 2022). This indicates that institutional reform is a means of constantly improving the state of a university to fit the present or outstanding needs of those who patronize it. An example of a government reform aimed at universities in Nigeria is the Tertiary Education Reforms of the Federal Ministry of Education. It is provided by (Federal Government of Nigeria, 2007b) as cited in (Onyenekenwa et al., 2009) and it includes a vision and mission which it hopes to achieve. These consist of the following:

“Vision: To advance Nigeria’s economic growth and global competitiveness through the provision of accessible, affordable, relevant, high-quality education in our tertiary institutions.

Mission:

- To constantly attract, develop and graduate competent, knowledgeable, and talented individuals from our tertiary institutions.
- To expand access and broaden scope and capacity of existing institutions.
- To provide high quality career counselling and life-long learning programmes that prepare students with the knowledge and skills needed for the world of work.
- To review curricula by introducing initiatives to enhance the entrepreneurship and business skills of the Nigerian people.
- To ensure the highest standards of transparency, accountability, and good governance in all

tertiary institutions in line with international best practice.

- To review and update curricula and instruction in all tertiary institutions so as to align the existing standards with the national vision and 21st Century global opportunities.
- To provide knowledge in all courses that creates and develops well-rounded managers and executives to enable them to compete in all sectors of the economy.
- To produce graduates that can successfully compete in the global job market.
- To produce scientific and technological high-level manpower for all aspects of the economy.
- To establish centres of excellence in scientific and technological studies.
- To receive the national Science Technology and Mathematics Education (STME) policy
- To develop a national STME Master plan
- To expand learning and the acquisitions of skills beyond the current institutions of learning.
- To develop better-qualified and employable individuals by running programmes which provide students with tools for a successful career”.

The above visions and missions are idealistic at best as far as Nigeria is concerned as this is indicated by how the university and education sector seems to be decaying rather than improving despite the reforms provided. It could be a combination of corruption and selfishness that diminish the efforts of the government reforms or it could be the lack of initiative and drive to change that leaves the education sector in shambles. Of course, if change is to be made, the problems they hinder that change must first be nipped in the bud.

GAINS of University Government Reforms

Reform initiatives that adopt a transitional justice strategy can hold perpetrators accountable and make amends for wrongdoings, but more crucially, they can destroy the systems and viewpoints that foster

wrongdoing in the first place. (Institutional Reform by International Centre for Transitional Justice, 2022). If the government reforms are implemented properly there will be several benefits to the university staff and students. Myklebust (2021) maintains that these gains consist of the following:

- Introducing practical learning experience for students and instructional changes that incorporate real-world working techniques.
- Affordability of education which will ensure even the most indigent can get quality education.
- Entrepreneurial skills which students can practice will help bolster their creativity, independence, the nation's economy and reduce the high rate of unemployment.
- Higher education will give real work experience and help students easily adapt into the workforce.
- There will be increased focus on different academic degrees not just the popular ones like law, medicine, and engineering. This will create new innovations in our society and assist in the nation's international recognition.

UNIVERSITY EDUCATION

University education is the stage of education that develops the abilities and knowledge necessary for one to find employment. The society places a high value on higher education because it is through it that a variety of vocations that contribute to the advancement of society are created. The goal of higher education is to create skilled labour that is productive in their chosen field of study and will contribute to the growth and development of the nation (Ofor-Douglas, 2020a). This implies that one requires a university degree to attain certain positions in the society which offer financial reward but make one a contributor to societal development from their part in economy. Similarly, (Edukugho, 2007) opines that the goal of tertiary education is to increase the employability and marketability of Nigerian graduates so they can live better lives, make meaningful contributions to the development of their country, and propel Nigeria into higher international standards (Edukugho, 2007).

Additionally, universities serve as a bastion of learning where academics from various disciplines come together to brainstorm answers to societal and global issues. This indicates that university education is a means that a nation can use to develop minds that will be dedicated to its furtherance and development.

Tophat (2022) maintains that post-secondary education, or tertiary education, refers to all levels of education completed after secondary school, including undergraduate and graduate degrees. Tertiary education is education received after completing secondary school in universities, colleges of education, polytechnics, monotechnic and other institutions that provide correspondence courses (Federal Republic of Nigeria, 2004). In Tertiary institutions, students pursue specialized study in a particular subject and gain qualifications at the end of that learning period and the qualifications can be diplomas, certificates, and degrees. Tophat (2022) also indicates that tertiary education is offered in a specialized institution, typically a college, polytechnic, or university and this form of education can be given virtually or remotely. This implies that university education offers an individual the opportunity to specialize in an interest which can be beneficial to both themselves and the society. It is also noteworthy that university education is versatile and is changing as society advances from only remote learning to virtual learning which provides a wider opportunity for quality education to get across to more people especially those in areas hard to travel to.

A university education is a program of study that one begins and concludes at a university institution (Collins, 2022). This means that there is a specialized institution or place of learning where university education takes place. Moreover, tertiary education is viewed as all official post-secondary education, including those offered by public and private universities, colleges, technical training facilities, and vocational schools. In order to promote sustainable living for all, reduce poverty, and promote growth, tertiary education is essential in any society (The World Bank, 2021). This implies that university education is extremely beneficial to the society because of its effects on individual and group living and the range of repercussions which can occur if it is not valued and

prioritized. Furthermore, Oyebade & Dike (2013) observe that according to the demands of national development, university education in particular assists in the production of high-level people in a variety of professional disciplines. Through projects and action research, university education also aims to instil a sense of community in its students. This implies that university education does not only focus on learning to acquire employment or positions in society but to impart other skills like team work, communication skills, tolerance, independence etc., which can be applied in an out of the workplace.

SETBACKS TO IMPLEMENTING REFORMS IN UNIVERSITIES

The majority of governmental policies and programs in Nigeria are commendable on the surface but their delivery is problematic. Government business in Nigeria has frequently been characterized by weak implementation of public policies and the public goals are often sidelined for the private interests of public officials (Eneh, 2005). There are a lot of obvious signs that our society is falling apart and that our system is deteriorating. People's confidence in the public sector has simply decreased as a result of this (Eneh, 2006). As such, these policies created by the government have been analysed to extract the various reasons why they are not successful in the following:

Poor Management

Management of universities is a huge task that requires capable sets of personnel. If there is improper management in a university then the whole system will slowly crumble bringing about a huge loss for the students who depend on sound tertiary education not to mention the reputation of education in the nation will keep facing a decline discouraging people from taking it seriously. When it comes to money given to their institution, certain managers of institutions are not exempt from poor management and corrupt behaviour (Ofor-Douglas, 2022a). The trend of poor management is seen in some departments of the university like human resources, healthcare, skill acquisition etc., as well as the education focused departments. As a result, poor management can make one's university

experience unbearable and unproductive and this should not be so. In a university encumbered with this issue, government reforms will never see the light of day or will face difficulty being implemented if they can be.

Lack of Entrepreneurship Training/Education

Entrepreneurship training is essential to help students gain independence, financial freedom and boost their innovation. The majority of Nigerian colleges' curricula are devoid of entrepreneurship instruction. Students will not be able to understand the idea of independence and self-employment in institutions with weak entrepreneurial education. A student who is dependent on others and unemployed would resort to shady tactics of making quick money. This will put the Nigerian society in even greater jeopardy and slow down the nation's progress (Ofor-Douglas, 2020b). Entrepreneurship education that is provided usually has limited facilities and few instructors for the number of students. This makes it hard for any real skills to be imparted and students will gain little to nothing for what they pay for.

Political Interference

Involving politics with anything is usually problematic and only benefits few people. The political elements that affect the education system in Nigeria are poor government policies, political instability, pressure organizations, teacher strikes, student riots, and demonstrations (Ogbonnaya, 2012 cited in Ofor-Douglas, 2020c). As such, it is necessary to separate politics and political sentiments from running the university environment. This is so because political interference has made university education a lot worse for residents especially the indigent ones as corruption and favouritism are usually intertwined with politics in university education.

Inadequate and Poor Facilities for Learning and Living

Facilities are essential for making teaching and learning easier. Facilities at universities are important for proper teaching and learning. Where these amenities are lacking, activities such as teaching and learning in schools would be difficult and inefficient (Ofor-Douglas, 2021a). Insufficient

facilities refer to a situation in which the facilities intended for educational purposes, dormitory living, and general university activities are not offered... (Ofor-Douglas, 2020d). If facilities are not provided adequately and in good condition for students and staff benefit, it makes the university environment have low quality and a low standard. In an environment such as this, government reforms are very much required but this issue needs to be resolved before such reforms can be successfully implemented.

Tribalism

Favouritism has been a huge scourge in several institutions because of the injustice it involves. In Nigeria tribalism is a common issue and makes it hard to encourage unity when people are only looking out for their tribesmen. Tribalism is the type of partiality where someone is given special treatment as a result of their membership of a certain tribe. There are several tribes in Nigeria, some of which consider themselves to be superior to the others. The high level of employment of natives from a certain tribe as lecturers, admission of students from states other than the state where the university is located, and other issues are all impacted by tribalism, which is a big issue in Nigerian institutions (Ofor-Douglas, 2021b). Tribalism is more of an internal issue because it is ingrained in the hearts of people. If it cannot be discouraged in public institutions especially in universities, it would be difficult to implement government reforms for the benefit of everyone in an institution.

Corruption

Corruption is a common problem in Nigeria and is practiced by most parties in universities including students. Human resource management corruption can take many different shapes. One of these takes the shape of ghost employees. In any event, a ghost worker is a person who is not actively seeking job but is still put on the payroll by someone trying to extort money from others (Ofor-Douglas, S. 2021b). As a result of their desire to become wealthy quickly, some university employees' resort to helping students commit the horrific crime of cheating on exams (Ofor-Douglas, 2021c). The National University Commission and National

Board for Technical Education grant funds intended for capital projects are either stolen (wholly or partially) or diverted to other projects, according to (Ololube, 2016, as cited in Ofor-Douglas, 2019a). According to Adinoyi (2017, as cited in Ofor-Douglas, 2019a), excessive financial misappropriations, fund-misuse, embezzlements, unaccountability of existing funding source, and violations of project implementation norms have caused mismanagement of funds to deeply affect the tertiary education sector. These have had a significant impact on the efficient operation of public universities and have also contributed to the subpar educational experience in Nigeria's public higher education institutions. Corruption is a major reason why government reforms are not implemented or are implemented poorly because only the rich and those with connections can twist laws to favour them and their families or they keep making reforms that only benefit themselves. This leaves those with no corrupt tendencies with no means to improve their state of living.

Poor Funding:

Adequate funding has always been an issue for Nigerian universities and it seems as years go by the funding issue keeps getting worse. This is visible in the state of facilities and the lack of practical sessions in classes. Universities in Nigeria cannot establish new programs or acquire facilities that support or enhance value orientation for students without proper funding. Gross underfunding of higher education is a problem in Nigeria, which may be related to university administration's undue reliance on government funding (Ofoegbu and Alonge, 2016, as cited in Ofor-Douglas, 2021d). It is clear that Nigerian funding for educational research is inadequate. Additionally, because there is little financing for research, professors have little to no money to finish their research, which hinders their ability to grow personally (Ofor-Douglas, 2021e). Funding is a necessity in running a successful business such as a university and without its government reforms have no place in the university as they do involve funding to be implemented at most times.

No Value for Education

If a business has little to no value associated with it, in a short time it will become meaningless and its patrons will look for the next best thing. Every day, the values associated with education and the methods for achieving academic success are being undermined. Education is plagued by ongoing strikes, inadequate pay for instructors, graduates who are not fully developed, insufficient money, dilapidated facilities, and incompetent teachers. (Eze, 2022). The state in Nigeria's education system shows that its value is lost on the government who is meant to promote and develop it. Many youths now see no value in education as a result of how it is being operated. With such a devalued approach to education, government reforms are not necessary because the university is not in the state to receive it. It is thus necessary to change this background that Nigerian universities fall in so government reforms can be applied efficiently.

Substandard Policy Implementation

A major issue of government reforms is how weakly they are implemented if they are implemented at all. Only about 30% of Nigerian students have adequate access to classrooms, workshops, lecture halls, laboratories, and libraries, according to a need assessment survey that the national universities commission conducted in response to concerns about the low quality of graduates from higher education institutions in that country (Ofor-Douglas, 2021f). This is the situation despite various reforms that have been introduced yet the situation in Nigerian universities remains as bad as ever. This lack of accountability in previous government reforms means citizens dependent on them will disregard newer ones yet to be introduced.

Poverty

The majority of those who need the implementation of proper government reforms are the poor. If so many issues are attached to government reforms, the poor will get substandard or no education which makes them miss out on the chance for a better life. Wide-ranging and potentially life-long challenges can result from childhood poverty, particularly when young people do not acquire a thorough education. Poverty and education are intimately

intertwined because those who are poor may forgo their education in order to find employment, leaving them without the literacy and numeracy skills necessary to advance their careers. Years later, their children are in a situation identical to their own, with no money and no choice but to quit school and work. (Childfund, 2022). As such, poverty needs to be addressed in and out of the university to create a suitable space for implementing government reforms to thrive otherwise only the rich will benefit from good government reforms in the university because the poor cannot even afford university education and the cost of living in the country.

No Collaboration of Education Stakeholders

Several persons or groups of people are part of the university's functioning. Stakeholders invest their time and money into the university but they may not work in unity which brings about several hurdles for students to receive proper education. Alomes (2020) maintains that stakeholders include everyone involved in the project, including those in positions of authority within the school, teachers, principals, counsellors, administrators, and all other members of the school district that students may or may not interact with. They may also include architects and designers. Parents and the student's extended family, including grandparents, aunts, uncles, cousins, and so on, are also considered stakeholders. Local businesses, organizations, and faith-based institutions are also included. Stakeholders need to work together and remove selfish and impractical actions from their purview as well as having the best interest of the students at heart; if not, their decisions will bring the university to ruin and create an environment that is unwelcoming of reform that could favour the students.

Inadequacy of Staff

Inadequate staff or low staff to student ratio can limit the effectiveness and quality of university education. Students need special attention and professional lecturers handling their studies and the lack of that can put an impediment on how well they achieve their personal goals. We live in a constantly changing world, thus new subjects are added to the curriculum. However, there are not enough experts or professionals in these fields, which means the schools does not have enough teachers or staff

members to teach these courses. Furthermore, there are not enough staff members to support the expanding student population at Nigerian universities, whose populations of students are rising year after year (Ofor-Douglas, 2021g). This implies that students will not receive the best education or only few will manage to gain something. This should not be so because the staff in a university are there to support students to achieve their goals.

Low Staff Earning in Comparison to Standard

Lecturers are the instructors of university students and help them achieve their aspirations by guiding them with their knowledge. It is common for one to hear that teachers are underpaid, unmotivated and unappreciated in Nigeria. When the conditions of employment of Nigerian university teachers are examined more closely, it becomes clear that their salaries are significantly less than those of their peers from other countries from the moment they entered the service. At the time, some Nigerian professors claimed that if the government could afford the astronomical expense of hiring foreign professors, it ought to be able to pay the domestic employees higher wages. It is legitimate, but maybe idealistic from an economic standpoint, to compare the salaries of university lecturers in affluent countries with those of their counterparts in underdeveloped ones (Ayuba, 2000). It is implied that educational staff are not paid what they deserve and this should not be so because they build the leaders of tomorrow, they help the nation's future develop, their role in society is too important to be undervalued and unappreciated. It is observed that they are not valued and are often looked down on as aspiring professions because it is common knowledge that lecturers are underpaid.

Insecurity

Insecurity has been a thorn in Nigeria's side for too long. Its ability to cause chaos and underdevelopment are not exempted from institutions of learning. A reduction of both human and material resources results from unrest at the university. As devastation and death are characteristics of insecurity, a university with insecurity problems would likely have a high rate of fatalities and property damage. For instance, in a

riot, violence would rule the day and schools, professors' cars, and other property would be destroyed. The riot may also cause some students to perish or suffer grave injury (Ofor-Douglas, 2019b). Academic activities will not advance in an environment of insecurity since faculty and students will be wary of potential threats. The safety issue could endanger both the lives and property of the students. To protect themselves, they will steer clear of the campus environment as a result of this (Ofor-Douglas, 2019b). Students are usually the targets of crime in university and in unsafe situations their mental health also suffers making the university uncomfortable and unsuitable for youth. The government needs to address the safety of the lives and properties of the future of our nation before its reforms can be applied efficiently. Is it possible to do so otherwise?

Substandard Curriculum

A proper curriculum will provide for the needs of its target consumers and aid in their development and goal accomplishment. This does not seem to be the case with the Nigerian curriculum as it has not improved the decadent state of the university system. Lagos Business School (2022) opines that the fact that the academic program at Nigeria's educational institutions—nursery, primary, secondary, and tertiary—is older than the nation itself is no longer a surprise. More than 60 years ago, the British colonial rulers passed them along. The fact that civilization, advancement, and innovation have left it behind is noteworthy. The tenacity with which Nigeria's education regulatory bodies, particularly the West African Examination Council (WAEC) and National Examination Council (NECO), National Universities Commission (NUC), and Joint Admissions and Matriculation Board (JAMB), are pushing for a comprehensive use and application of these unfit-for-purpose and out-of-date contents that neither serve the general public nor the business world and have been in place for decades on end is what is most concerning. This implies that the education system is so backward because its stakeholders and decision makers do not see the need to improve on its curriculum but stick with traditional methods that are stressful and impractical. It is a wonder why when Nigerian students go abroad for study they thrive and break records yet in their own country

they regret picking admission forms and see another world from what is the norm with insecurity, strikes, assault, nepotism, unqualified lecturers etc., being pushed upon them.

Lack of Training and Retraining of University Staff

The state of mind and knowledge of a business' employees is as important as their education to work. As such, it is necessary to involve these employees in training needed to sharpen their skills and help them grow the businesses. Employee training is crucial in every organization. The world is a global village and there is a degree of technology that staff members must be familiar with, so with a reduction in training and retraining, the employees' level of productivity is quite low. Employers who are not routinely trained have a tendency to operate below standard. In order for productivity to increase, it is crucial to invest in the workforce. Training and retraining should be done continuously over the course of a year to avoid subpar performance and dissatisfied consumers (Ofor-Douglas, 2021h). Administrators at the institution need to support lecturers to improve e-learning. Workshops, conferences, and other events may provide this encouragement. The use of ICTs, providing incentives to both teachers and students, and regularly organizing seminars, workshops, and conferences for teachers to train them on how to properly use the e-learning facilities are all advantages gained when university administrators encourage lecturers for improving e-learning within the university (Ofor-Douglas, 2021i). This indicates that if academic staff of universities are not trained or retrained, they remain stagnant in their views and attitudes to education and pass this on to their students who will have to live in a developing world that does not work the same. This action will leave them at a disadvantage and as such needs to be remedied.

Poor Quality of Education

One cannot compare the quality of education in Nigeria to those of its African counterparts due to how it has constantly failed the youth and parents who have strongly relied on it. Misplaced values and educational objectives are characteristics of low-quality education (Thom-Otuyal & Inko-

Tariah, 2016). If the government and individuals appointed to handle the education sector in Nigeria do not step up soon enough university education will be nothing but a memory leaving many to stop education at secondary school or avoid schooling totally. The state of Nigerian universities now does not encourage anybody to attend and only the rich who can go abroad for study will be left if they choose to fix the state of the country. This should not be so as the opportunity to shape the country's future should be left in the hands of all social classes as they all reside in the country and are affected by the decisions made over it.

No Jobs after Graduating

The fear of remaining in your parents' house if you are lucky to have parents or people you can depend on after graduating from university is a constant on many youths' minds. They look for opportunities to learn trade skills such as catering, tailoring, carpentry etc., which is miles away from what they study at the university because they know that they need a backup plan in case the Nigerian system fails them as it has failed many before them. The International Labour Organization (ILO) defines unemployment as the share of the labour force—including persons who have lost their jobs and those who have quit their jobs—that is without a job despite being available for and seeking one (Aririah, 2022). Nigeria has roughly 25 million unemployed graduates, which should serve as a wake-up call for national employment planning. In order to better inform the public about the precise numbers pertaining to the employment, unemployment, and underemployment situation of the nation, the National Bureau of Statistics (NBS) has not been active and doing its duties by updating its records. Among the causes of unemployment is inadequate employability Skills, In the educational curriculum, entrepreneurship is not prioritized. The level of instruction is inadequate given the circumstances of society (Aririah, 2022). With no assurance of getting paid employment after graduating many have lost hope in the Nigerian education system and the government. It is thus high time to actively create a change so some real development can move through the nation.

SUGGESTIONS

- The government needs to ensure that only qualified personnel handle management roles in Nigerian universities and also invite unbiased councils to serve as watch dogs to monitor proper management of the university
- To promote self-employment and independence, technical, vocational, and entrepreneurial education must be improved. Facilities for extra-curricular, club meetings and recreation should be renovated and maintained by the university administration to create suitable environments for development outside of learning.
- The university needs to distance itself from politics and focus on providing the best education students need.
- The government needs to provide the funds for proper facilities like spacious classrooms, classroom technology, more classrooms etc.
- Tribalism and other forms of favouritism in terms of university operations needs to be avoided and monitored by an unbiased council independently set up.
- The government and university administration needs to maintain strict guidelines for management of the university's funds and protocols as well as strict punishment for those who engage in corrupt practices in university administration.
- Funding of higher education in Nigeria needs to be made a priority by the government with increased budget and development towards it.
- The government and university administration need to promote the importance of all courses in the university and encourage the value of education to people in communities and cities. This can be done through the mass media, primary and secondary school outreaches, child development seminars etc. The government also needs to allow opportunities for unpopular courses to flourish and contribute to the nations' economy through their innovations and research.
- The government needs to ensure that whatever policies they create align with the needs and benefits of the targeted university students and others reliant on the effectiveness of those policies.
- Scholarships, free skill acquisition programmes, reduced school fees and feeding plans need to be reintroduced into the university environment to not only encourage more people to go to school but to allow them a safe and comfortable environment to develop their futures,
- There is a need for unity in ensuring that the education sector does not degrade further. As such various education stakeholders need to actively participate in the running and maintenance of the universities in the nation with a view to constantly aim for the best standards. With more ideas put toward the education sector, it will see a massive improvement that future generations will appreciate.
- The university administration needs to monitor each faculty and department in the system and ensure the staff to student ration is proportional.
- There is an urgent need for examination of the welfare, pension, allowances, and bonuses in order to bring them to the level of international standards. This will prevent brain drain and unserious lecturers who would prefer to work outside the school for better pay than teach effectively.
- The government needs to station high security at areas where youth reside especially university and NYSC camps. University administrators also need to hire skilled and serious security personnel to protect the lives and property of those in the university environment.
- There is a need to review, update and enhance the university curriculum in Nigeria to include ICT, entrepreneurship, practical sessions, excursions, teaching aids etc., to meet international standards and ensure the best education is received by the youths of the nation.

- University administrations need to ensure that there is consistent training and retraining of university staff for them to be up to date in modern teaching methods and personal development.
- The government needs to ensure that adequate funding, maintenance, and innovation is channelled into the education sector to raise the low quality it is in currently.
- The government needs to provide and create an equivalent or greater job availability than that number of graduates that the university produces yearly be it in self-employment or graduates working under companies. This will ensure the rate of unemployment and crime reduce drastically.

CONCLUSION

Creating relevant means for good administration is important to building a great nation. As such, careful planning should be taken to ensure that the needs of students and staff in Nigerian universities are met as the university is a platform for the nations' future. This paper shows that it is necessary to tailor government reforms meant for the university in a manner that suits the needs of the university. Modern ideas must be introduced to university development so Nigerian students can keep up with international standards and be the best in the workforce. Reforms need to be carried out with quality delivery because poor delivery of services is as bad as not delivering them at all. Several issues were identified in this paper and one just needs to view and practicalise the suggestions which are tailored to resolving them and see a positive change in their reform policies. If the issues to the implementation of government reforms for institution are not addressed, there will only be stagnation and underdevelopment in Nigeria's education sector. Therefore, serious attention needs to be applied to Nigeria's education sector and how best to synchronize the government reforms to create the best outcomes for Nigerian students and the future of the nation.

REFERENCES

- Alomes, B. (2020). The Importance of Stakeholders When it Comes to Creating Successful Learning Outcomes. <https://naturalpod.com/the-importance-of-stakeholders-when-it-comes-to-creating-successful-learning-outcomes/>
- Aririah, C. (2022). 10 Reasons Why Nigerian Graduates are Unemployed and Unemployable. <https://www.afterschoolafrica.com/55704/10-reasons-why-nigerian-graduates-are-unemployed-and-unemployable/amp/>
- Ayuba, H., (2000). Working and Living Conditions of Academic Staff in Nigeria: Strategies for survival at Ahmadu Bello University. p. 209-240. <https://books.openedition.org/ifra/1022?lang=en>
- Childfund. (2022). Poverty and Education. <https://www.childfund.org/poverty-and-education/>
- Collins (2022). Definition of 'University Education'. <https://www.collinsdictionary.com/dictionary/english/university-education>
- Edukugho, E. (2007). "Education: Not yet uhuru", Saturday Vanguard, May 26, p. 17-22. Cited in Eneh, Onyenekenwa & Cyprian, & Owo, Ngozi & Josephine, (2009). Education Reforms in the Nigerian University System: A Critique and Suggested Strategies. Knowledge Review. 19. 97-106.
- Eneh, O.C. (2005). Small and Medium Enterprises in South-east Nigeria: Problems and Solutions, Enugu: Welfare and Industrial Promotions (WIPRO) International.
- Eneh, O.C. (2006). "Corruption and Dwindling Productivity in Nigeria: An Analytical and Introductory Overview", in Nwosu, I. E. and Eneh, O.C. (eds.) Managing Job Ethics and Productivity in Nigerian Universities, p. 1-34, Enugu: Institute for Development Studies.

- Eze, C. (2022). Who Is Killing the Educational Value of Nigeria? <https://guardian.ng/life/who-is-killing-the-educational-value-of-nigeria/>
- F. R. N. (2004). National Policy on Education. Lagos: NERDC.
- Gusau, B. U. (2008). Educational Reforms in Nigeria: Successive Years of Inconsistencies And Confusions by Gusau Educational Development Association (Geda), Interactive Session.
- Hussain, T. (2020). Nigerian higher education reforms: A solution for rising youth unemployment? <https://wearerestless.org/2020/12/14/nigerian-higher-education-reforms-a-solution-for-rising-youth-unemployment/>.
- Institutional Reform by International Centre for Transitional Justice. (2022). <https://www.ictj.org/institutional-reform#:~:text=Institutional%20reform%20is%20the%20process,are%20accountable%20to%20their%20constituents>
- Lagos Business School (2022). The Nigerian Archaic Academic Curriculum and the Need for a Review. <https://www.lbs.edu.ng/lbsinsight/the-nigerian-archaic-academic-curriculum-and-the-need-for-a-review/>
- Myklebust, J. P (2021). University Reforms to Ensure Relevance to Working Life. <https://www.universityworldnews.com/post-mobile.php?story=20210417120419914>
- Ofor-Douglas, S. (2020a). University Education in Nigeria: The Challenges and Possible Solutions in Issues, Challenges and Prospects of Higher Education in Nigeria. Achuonye, K., Shuaibu., & S.T. George. West and Solomon Publishing Cy Ltd.: Onitsha. Ibadan, Warri, Kano, Lagos.
- Ofor-Douglas, S. (2020b). New Thinking for Achieving Sustainable Development Goals Moving from Theory to Practice in Nigerian Universities. International Journal of Institutional leadership, Policy, and Management. 2(2), 219-229.
- Ofor-Douglas, S. (2020c). Curriculum Implementation and Quality Delivery Services in Nigerian Universities. African Journal of Educational Archives. 6(1), 93-105.
- Ofor-Douglas, S. (2020d). Conflict Management in university Education in Nigeria: A Catalyst for Peace. *Al-Hikmah Journal of Educational Management and Counselling*. 2(1), 64-75. (ISSN:2695-2009) (E-ISSN: 2695-1991).
- Ofor-Douglas, S. (2021d). University Education and Values Re-Oriented for Socio-Economic Development in Nigeria. *East African Journal of Education Studies*. eajes.eanso.org. 3(1), 211-221.
- Ofor-Douglas, S. (2021e). Human resource management as an effective tool for productivity in Nigerian universities. International Journal of Scientific Research in Education, 14(2), 223-237.
- Ofor-Douglas, S. (2021f). Managing University Education to Meet 21st Century Development Challenges in Nigeria. Lasu International Journal of Arts and Social Science Education. LIJASSED. 1(1), 94-104.
- Ofor-Douglas, S. (2021h). Human resource management as an effective tool for productivity in Nigerian universities. International Journal of Scientific Research in Education, 14(2), 223-237.
- Ofor-Douglas, S. (2022a). Physical Resource Management and Maintenance Culture in Nigerian Universities. *East African Journal of Interdisciplinary Studies*, 5(1), 40-49. <https://doi.org/10.37284/eajis/5.1/.5.66>
- Ofor-Douglas, S. (2019b). Refocusing Security in Higher Institutions for Peace in Nigeria. Academic Discourse: An International Journal. 11(1), 236-248.
- Ofor-Douglas, S. (2019a). Non-Teaching Staff Perception of Corruption in Higher Education in Universities in Rivers State. Journal of Sociology and Education in Africa. 16(2), 24-32.

- Ofor-Douglas, S.(2021a). E-learning in University Education: Need for Quality Assurance and Sustainability in a Globalized World. *International Journal of Progressive and Alternative Education*, vol 7 (1), December 2021. 46-69. ISSN: 2408-6452.
- Ofor-Douglas, S.(2021b). Human resource management as an effective tool for productivity in Nigerian universities. *International Journal of Scientific Research in Education*. 14(2), 223-237
- Ofor-Douglas, S.(2021c). Impact of Examination Malpractice on University Education in Nigeria. *International Journal of Scientific Research in Education*. 14(1), 88-99.
- Ofor-Douglas, S.(2021g). E-learning in University Education: Need for Quality Assurance and Sustainability in a Globalized World. *International Journal of Progressive and Alternative Education*, 7(1). 46-69.
- Ofor-Douglas, S.(2021i). Revamping University Education for Meeting the Needs and Challenges of E-Learning in Nigeria. *Academic Disclosure: An International Journal*. 12(1), 1-12.
- Olayinka, I., Adedeji, S. & Ojo, E. (2017). A Brief Review of Governance Reforms in Higher Education in Nigeria. 10.1007/978-94-6300-902-7_6.
- Onyenenkwa, E., Cyprian, Owo, N & Owo, J (2009). Education Reforms in the Nigerian University System: A Critique and Suggested Strategies. *Knowledge Review*. 19. 97-106.
- Oyebade, S.A. & Dike, C. (2013). Restructuring Nigerian Tertiary (University) Education for Better Performance. Part 4: Higher Education, Lifelong Learning and Social Inclusion. Pg 317-326
- Romer (2001). "Should the government subsidize supply or demand in the market for scientists and engineers?", in: A. Jaffe, J. Lerner and S. Stern (eds.), *Innovation Policy and the Economy*, MIT Press. Cited in *Higher Education Reform: Getting the Incentives Right*, by Erik Canton and Richard Venniker Ben Jongbloed, Jos Koelman, Peter van der Meer and Hans Vossensteyn. <https://www.oecd.org>
- The World Bank (2021). Higher Education. <https://www.worldbank.org/en/topic/tertiaryeducation>
- Thom-Otuyal, B. E. N. & Inko- Tariah, D. C. (July 2016). Quality Education for National Research Education for National Development: The Nigerian Experience. *African Educational Research Journal* Vol. 4(3), 101-108. ISSN: 2354-2160.
- Tophat. (2022). Tertiary education. <https://tophat.com/glossary/t/tertiary-education/> .
- Vaibhav, S. (2017). Institutional Reforms: A definition. <https://www.linkedin.com/pulse/institutional-reforms-definition-vaibhav-sharma>.