ORGANIZATION
OF
EDUCATION
IN
NIGERIA

EDITORS
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LIST OF CHAPTERS

CHAPTER FOUR
ORGANIZATION AND MANAGEMENT OF SECONDARY EDUCATION
BY
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Introduction

The role that education is expected to play in a society is multifaceted. It is expected to build the character of the learner, to get him informed about what is worthwhile, socially acceptable, desirable and purposeful about himself, his environment and society. It is also expected to make the individual worth living and worth living with (Tella 1990). Education is not only a social service, but an instrument of political socialization that informs the learner as to his privileges and basic human rights (Taiwo 1980).

In the school system, both students and personnel functions are performed by school administrators with a view to achieving the goals and objectives of the school. The objectives of school personnel management are: to plan and direct activities necessary to select and assign the best qualified individual staff and students, to provide opportunities for the growth in service for these individuals; and to maintain good interpersonal relationships (Orubuloye 2006).

The School as a System

The systems perspective defines a system as a set of interrelated and interdependent parts arranged in a manner that produces a unified whole. Using a systems perspective, an organization is envisioned as being made up of interdependent factors, including individuals, groups, attitudes, motives, formal

structure, interactions, goals, status and authority (DeGreene 1973).

The system approach believes that a system is made up of parts which are differentiated in some ways but are connected to make up the whole through the interaction between its component parts and the external environment. The school as an open system cannot exist in isolation. It must exchange energy and information with its environments. Every system is "loosely connected" with many other sub-system or sub-units. For instance, the educational system is loosely coupled by the following elements, teacher-materials, school boards, administration-classrooms, process-outcomes, teacher-teacher, parent-teacher and teacher-student. The primary objective of the school system, according to Nwagwu (2008), is to ensure effective teaching-learning process. For this objective to materialize, the school head (The Head Teacher) must be able to plan, organize, direct, coordinate and control the activities of the staff and students in an atmosphere devoid of persistent and unresolved conflicts. To this end, there is need for clear-cut policy concerning staff relations, duties and functions and most importantly, motivation in terms of remuneration and other staff welfare oriented policies.

The school is a community within the larger community. It is important for the school to expand its functions in order to bring it into closer relations with the surrounding community. It is also necessary for the school to be in close relationship with its community because of the support which the school gets from the community in terms of input resources. For instance, teachers are recruited from outside of the school system, students (as inputs) also come from outside (community) of the school while funds for providing the necessary instructional materials/equipment and infrastructures that will assist the

school in performing its functions also come from outside of the school system.

An organized enterprise does not exist in a vacuum. Rather, it is dependent on its external environment. It is part of larger systems, such as the industry to which it belongs, the economic system, and society. Thus, the enterprise receives inputs, transforms them, and exports the outputs to the environment. The school is expected to meet the needs and expectations of the society by assisting the children (students) within the community to develop sense of commitment and become acquainted with their civic and social responsibilities to the community, which in turn raises the standard of living of the members of the community. The relationship between the school and the community is indeed a symbiotic one, since the function of one complements the other. The job of a school head, principal, provost, rector or vice-chancellor is to ensure that all parts of the institution are coordinated internally so that the institution's goals can be achieved. The open systems approach recognizes that institutions are not self-contained. They rely on their environment for life-sustaining inputs and as outlets to absorb their outputs.

Secondary Education

Secondary school otherwise known as High-tier of education is that sector of the education pyramid that usually comes immediately after primary education. It also comes before tertiary education. It is at this stage of education that students are prepared for the Polytechnics, Colleges of Education and Universities. Within the framework of the National Policy on Education secondary education shall last for six years, broken into two distinct parts that are perfectly correlated with the ground works of the first three years-junior secondary school

(JSS) dovetailing into the next three years of senior secondary school (SSS) (FRN, 2004).

As specified in the National Policy on Education the broad aims of secondary education in Nigeria are:

(i)   Preparation of students for useful living within the society, and

(ii)   Preparation of students for higher education.

In specific terms, the secondary school system is geared towards realizing the following objectives:

a) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.

b) Offer diversified curriculum to cater for the differences in talents, opportunities and future roles.

c) Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;

d) Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.

e) Inspire students with a desire for self improvement and achievement of excellence;

f) Foster national unity with an emphasis on the common ties that unite us in our diversity;

g) Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;

h) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic developments.

The aims and objectives of secondary education make it clear that the future of any nation depends quite considerably on the quality of education it provides for its citizens.

The principals are faced with several challenges some of which are:

- Over-population and congested classrooms.
- Lack of adequate infrastructure such as building, furniture, toilet facilities.
- Transportation problems making students to come late to school.
- Truancy-students roaming about the streets during school hours and students skipping lessons.
- Broken homes that lead to lack of parental care.
- Lack of textbooks and other instructional materials.

The principal in the Nigerian secondary school occupies a unique position. He is regarded as an educational leader, the school disciplinarian, the organizer of the schedule, the supervisor of the instructional programme, the director and evaluator of teaching efforts, the manager of school facilities and generally a professional leader (Knezevich 1969).

(see Fig 1)

Principal

VP Administration   VP Academics

Accountant   H.O.D

Accounting clerk

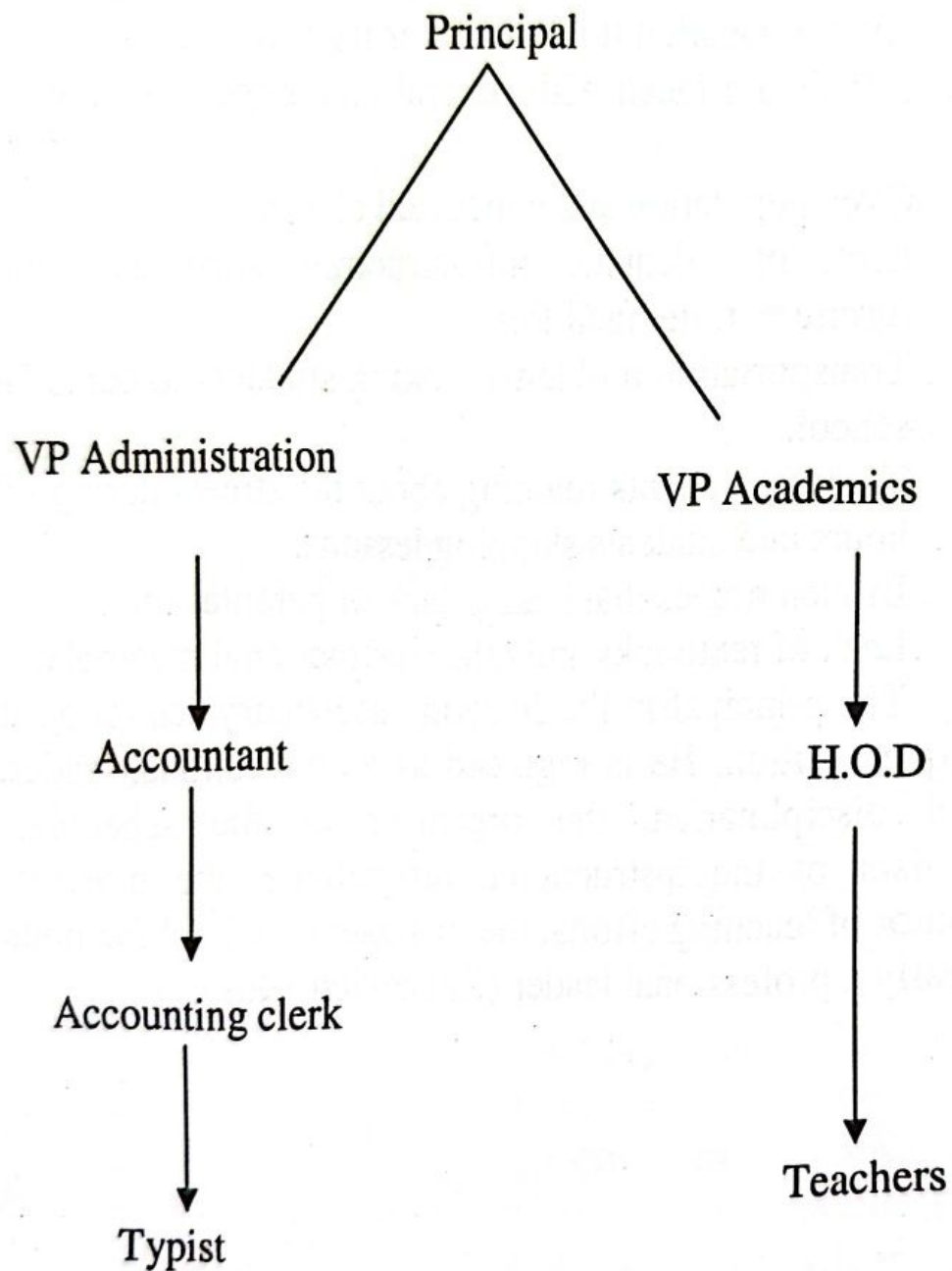Typist   Teachers

Fig. 1. Organizational structure of secondary school
Source: Owojori and Asaolu (2010)

Staffers in secondary schools are made up of many professional, para-professional and non-professional adults who work in the school. These include the principal, vice-principal and the teachers. In addition, schools require the service and skills of variety of non-professional persons: gardener, night watchmen, Bursar, cooks, clerical officers and laboratory attendants. It is the task of the principal to guide the efforts of these people so that their individual and collective behaviour will contribute significantly to the fulfillment of the school's objectives.

The principal is both the administrative head and academic head of the school. To this end, he performs both professional and administrative duties. To ascertain the smooth running of the school, he performs the recruitment function through the ministry of education, by forwarding his request on the number and type of staff needed in his school.

Also, it is the function of the school head to induct new staff and assign duties to them. However, it should be stressed that this function can be delegated to the heads of department, to whom the new staff is directly accountable. For effective management of the school, the committee, system is very important. Examples include disciplinary committee, staff welfare committee and hostel committee (for boarding schools). Personnel management rests largely on assigning of duties to members of staff. Decentralization of authority is much prevalent in the management of the secondary schools. Instances abound where teachers are assigned to deal with late coming offences; maintain a clean compound by using students to pick refuse; take charge of morning devotion; draw time-table for the school; arrange venue for meetings, and pass information across to staff.

Problems of Personnel Management in Secondary School.

The management of personnel in the secondary school is associated with many problems:

Inadequate Financial Allocation: The financial allocation (imprest) to secondary schools is far below the needs of the school. Consequent upon this, the provision of consumables such as chalk, broom, cutlasses etc are generally hampered. Minor repair works also suffer, consequent upon this inadequacy.

Conflict Among Teachers: Conflict is inevitable in every social organization. Although, measures can be taken to its occurrence, it hampers management when it occurs inevitably.

Lack of inadequacy of facilities/material: This has the potential to hamper effective personnel management in the school. When facilities are in bad condition or grossly inadequate, it reduces the effects or weight of instruction as little or nothing can be done when facilities/materials to work with are not available.

Poor remuneration could be a source of management problems. Poor remuneration tends to reduce the effort or contribution or commitment of individual staff to the objectives of the school. This is in line with Vroom's theory of motivation.

Lack of relevant training and induction courses in the area of personnel management makes the task more challenging for school principals.

Under-funding and lack of funds: This is a general problem in virtually all educational institutions in Nigeria. The effective management of personnel in any of the tiers of the educational system in Nigeria can be attained through improved allocation of

funds to schools for proper maintenance of equipment and facilities and, other expenditures of emergent need.

To enhance good rapport among members of staff, there is need on the part of the principal and heads of department to create room for regular interaction among members of staff. More so, staff meeting should be made participatory rather than a one-man job which is synonymous to briefing rather than a venue for deliberation. The government should endeavour to provide adequate and standard facilities in secondary schools. Where classroom, chalkboard, office etc are inadequate and in bad condition, staff in the school is less motivated to work willingly. It is paramount that the staff are well remunerated and in time, since man's action is to a great extent influenced by economic consideration, this is equally Maslow's theory of motivation. Regular training should be organized for school principals in the art of personnel management. This could take the form of seminar, workshops, conferences and lectures etc.

Conclusion

Every social organization such as the school is an embodiment of human beings who interact with one another in one way or the other and having specified roles to perform in line with their assigned duties. However, there is need for effective personnel management so as to avert conflicts and equally manage them when they inevitably occur. The implementation of every policy and programme in the school system requires the contribution of the efforts of members of staff at various levels, but this cannot be achieved unless there is unity of purpose and proper coordination of activities of all the staff by the school head. The success of any organization is not only determined by the quality of human and material available, but how well these resources are harnessed and coordinated

towards realizing the goal of the organization. Among the problems that militate against effective management in the Nigerian school system are disagreement on policy matters, disparity in salary structure, dictation from the political class and violent trade unionism. To this end, there is need for greater competence on the part of the management staff to enhance success.

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CHAPTER FOUR
ORGANIZATION AND MANAGEMENT OF TERTIARY EDUCATION
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Introduction

Essentially, higher institutions all over the world perform three principal and traditional functions. These include: teaching, research and community service. Of recent, the idea of globalization and information and communication technology (ICT) development has posed more challenges to higher institutions in developing world. These recent developments no doubt, have serious implications for the enhancement of teaching strategies and improvement of the learning process. Potentially higher education can widen rather than reduce socio-economic growth and human capital development of the country. This is to say in essence that individual benefits of higher education are well known. It ensures greater ability to consume and save. It no doubt emerges as an important variable contributing significantly towards improving individual earnings. Institutions of higher learning help indigenize development by training nationals to manage the economics of newly-independent nation states, they provided a new knowledge base for policy decisions, by producing new knowledge as well as adopting knowledge produced elsewhere. These efforts helped to develop national paradigms and design local-specific plans and programmes, gradually replacing expatriates with nationals in policy-making bodies.

One of the biggest contributions of higher education is the development of national education system, universities for instance, helped design curricula, develop textbooks, train teachers, and promote national language and culture at all levels

of education. Public universities contributed to the development of national education polices with a secular outlook, thus over time, these initiatives have helped to protect national identities and traditions, even when challenged by globalization. Countries are under increasing pressure to develop quality assurance systems that operate using internationally recognized practices-whether to facilities, recognition of credentials or assessment of key competencies of graduates. These pressures border provision of tertiary education.

Many developing countries (Nigeria inclusive) have allowed the private sector to open and operate institutions of higher learning, to widen the accessibility to create more places for intending candidates, reduce the absolute reliance on government funding and more essentially, to strengthen market forces in higher education. It is important however to emphasize that all these developments have implications for quality assurance of higher education and therefore calls for increased public intervention and regulatory policies as well as evaluation for the existing criteria being employed to ensure quality assurance in higher education in Nigeria with a view to ascertaining their reliability, validity and efficacy and to provide a proposal towards more reliable criteria devoid of apprehensions attracted by the existing practice.

College of Education

Management in the college of education is as paramount as the success of the systems. For this educational level to achieve success with respect to the objectives for which it was established, there is the need for professionalism in managing the human and material resources effectively. The college of education being a large and complex organization is divided into

departments and units to facilitate the management function of the school head-the provost.

Governing
↓
Provost
↓
Deputy Provost
↓

Registrar   Bursar   Director of   Schools
                           Works

Voc/Technical   Arts   Agric   Sciences

HOD HOD HOD HOD   HOD HOD HOD   HOD   HOD HOD HOD
 ↓   ↓   ↓   ↓   ↓   ↓   ↓   ↓   ↓   ↓   ↓
Tech Bus Home Fin Art Hist Geog Eng Yoruba Econ Chem Phys
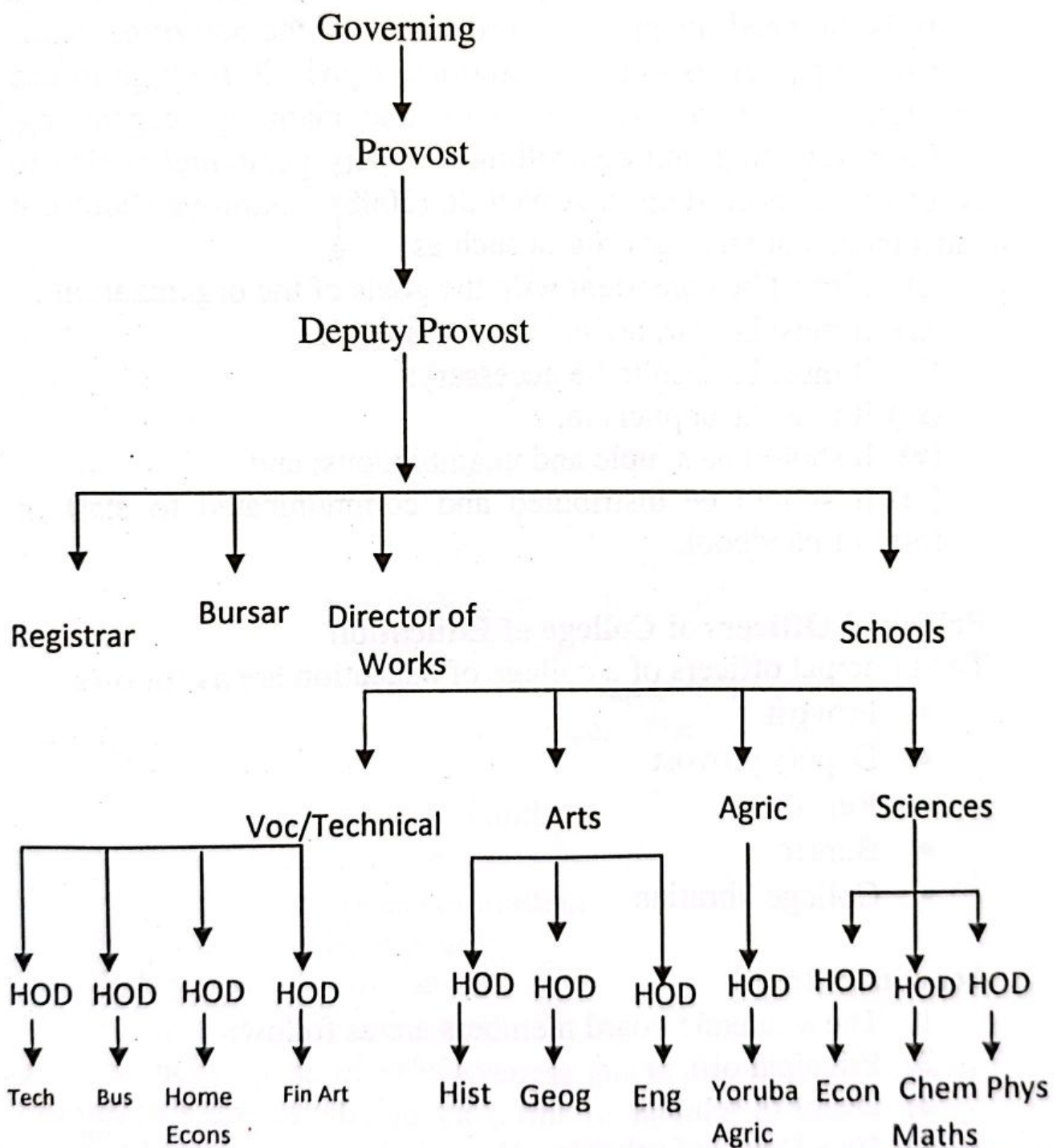   Econs   Agric   Maths

Fig. 1: Organizational structure of a college of education

To a large extent, the pattern of staff relations determines the level of cooperation among the various staff which in turn determines the general atmosphere of the institution. To this end, there is the need for proper coordination of the activities of the various departments in the institutions. Ajayi (2001) highlighted the functions of a manager to include planning, organizing, staffing, directing and controlling. For any personnel policy to be effective, according to Amaefule (2008), Akintoye (2008), it must meet a number of criteria such as:

(i) It must be consistent with the goals of the organization ;

(ii) It must be fair, realistic and attainable;

(iii) It must be seen to be necessary;

(iv) It must be applicable;

(v) It should be simple and unambiguous; and

(vi) It should be distributed and communicated to staff in form of handbook.

Principal Officers of College of Education

The principal officers of a college of education are as follows:

- Provost
- Deputy provost
- Registrar
- Bursar
- College librarian

Academic Board

1) The academic board members are as follow:
2) Principal officer
3) Deans of schools
4) Vice Deans of schools
5) Chief lecturers
6) Representatives of the congregation

7) Heads of department

The college of education is divided into schools and each school is headed by a Dean, the divisions are as follows:

1) School of education
2) School of arts and social sciences
3) School of sciences
4) School of languages
5) School of vocational and technical education; and
6) Dean, student affairs.

The deans of the various schools are assisted by the heads of department. They coordinate the affairs of the other staff members in the school. The dean presides over schools' board meetings. The head of department (HOD) assigns duties to other lecturers. These include courses to be taught by each lecturer, computation of results, invigilation and supervision of examinations. Ambrose (1986) stated that a typical college of education is organized under a system of unit heads viz: administrative unit head and academic unit head. The administration of the college of education is to a large extent run on committee system for conveniences. The committees in the college include:

1) Student disciplinary committee;
2) Time-table committee;
3) Teaching practices committee;
4) Students' welfare board;
5) Transport committee; and
6) Staff welfare committee.

For the purpose of effectiveness and sense of direction the committees are usually given terms of reference within which they carry out their duties. The effectiveness of personnel management in the college of education is a function of the competence of heads of the various departments, sections, and

units in terms of initiative towards prudent management of the available human and material resources. To this end, managers at the various levels should acquire relevant training in the field of personnel management through attending seminars, workshops and conferences towards enhancing their competence.

The Polytechnic

The polytechnic education is directed towards the technical needs of the country. In other words, it is meant to produce technical personnel in the various fields of engineering. Technical advancement is a pre-requisite to the economic advancement of any nation. To this end, there is the need to take engineering education very seriously. This is not to say that there are no other courses apart from engineering courses in the polytechnic. According to the National Policy on Education (2004), Polytechnics shall:

- Provide full-time or part-time courses of instruction and training in engineering, other technologies, applied science, business and management, leading to the production of trained manpower.
- Provide the technical knowledge and skills necessary for agricultural, industrial, commercial, and economic development of Nigeria.
- Give training and impact the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant;
- Train people who can apply scientific knowledge to solve environment problems for the convenience of man; and give exposure on professional studies in the technology.

Principal Officers in the Polytechnic

The principal officers in the polytechnic include;

(i)   Rector
(ii) Deputy Rector;
(iii) Registrar,
(iv) Bursar; and
(v)   Chief Librarian

The Academic Board comprises of the chief lecturers in the school. The school officers are also known as the registry staff or centrally deployed staff, who implement the day to day administrative polices of the school. Other departments in the polytechnic include: Planning, works, and medical. They are headed by directors. For convenience of administration and effectiveness of learning, there are faculties in the institutions, such as faculty of civil engineering, faculty of mechanical engineering, faculty of metallurgical engineering etc.

There are other non-engineering faculties such as: management. The faculties are run on committee basis such as student industrial attachment committee, disciplinary committee, sport committee, examination committee, staff welfare committee etc. These committees usually operate based on specified terms of reference and they are accountable to the Deans and Heads of Department. Effective leadership entails the administrative ability to draw together those persons affected by a decision into the decision making council of the organization (Garald 1995). (see fig. 2)

Governing Council

Provost

Deputy Provost

Registrar | Bursar | Director of Works | Deans

Engineering | Business | Environmental

HOD | HOD | HOD | HOD | HOD | HOD | HOD | HOD | HOD | HOD | HOD

Civil/ | Elec/Elec | Mech | Metalur | Acct | Bus.Adm | Bank/Fin | Sec.St | surv | Est Mgt, | Arch
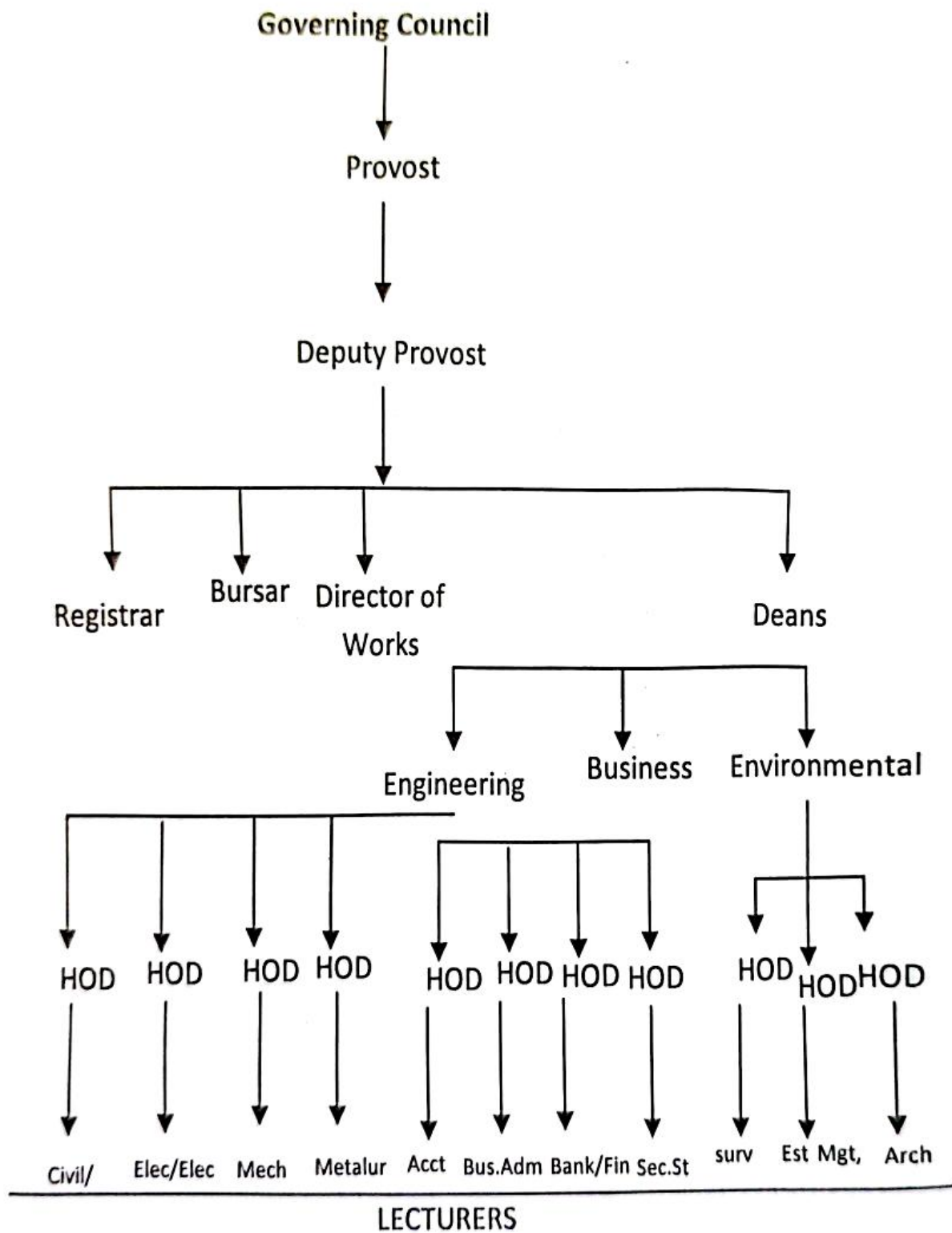
LECTURERS

Fig. 2: Organizational structure of polytechnic

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The problems of personnel management in the polytechnic include:

(i) Inadequate financing; (ii) violent trade unionism among staff; (iii) disagreement on policy matters; (iv) lack of trust; and (v) ambiguity in policy interpretations.

The following are possible suggestions for the amelioration of the problems of personnel management in the polytechnic:

(i) Improved funding,
(ii) Well spelt-out policies/clear policies,
(iii) Maintenance of good communication network,
(iv) Well defined roles,
(v) Well defined staff relations,
(vi) Regular briefing of staff on new development.

The University

The university is a large organization of people (staff and students). It is established to contribute optimally to national development. This is done by intensifying and diversifying its programmes for the development of high level manpower within the context of the need for the nation.

To implement the various programmes of the university, staff (teaching and non-teaching) are needed from various disciplines and in most cases, in large number. Based on the largeness of the organization, the act of managing the system becomes relatively complex and demands high level of professional competence from the head of the university, the Vice chancellor.

Administrative set up of the University

The Council: At the apex of the management structure within each university is the council. This body is headed by chairman of council (pro-chancellor). Members of the council include the vice chancellor, members of public as constituted by the government, and representative of the university senate and congregation representatives. The registrar is the secretary to council. The council is charged mainly with the administrative functions in the area of goals setting, policy formulation, staff development, general discipline, budget approval and liaising with government

The Senate: This is the main organ regulating the internal academic activities of each university; it is headed by the vice chancellor. Other members include the deans of faculties, heads of academic department, professors and faculty representatives. The Registrar is the secretary of senate. The senate regulates the academic programmes of each university, in line with the general guideline provided by the National University Commission (NUC).

University Management: This is headed by the Vice-Chancellor, other members include the university Chief Librarian, Bursar, Director of Health Services, Director of Works, Registrar and Deans of Faculties. They implement policies and administer personnel in their different areas of jurisdiction.

Administrative Sector: It is headed by the vice-chancellor. Other members include the registrar, deputy registrars (students' affairs, academic affairs, establishment and post graduate

school). Others are admission officer, faculty officers and other administrative officers.

Committee System: Universities are run to a large extent by the committee system. The committees are either responsible to council alone or to both the council and senate. These committees work as standing bodies to effect approved policies and prepare grounds for new policies. Committees in the university include:

- Registry
- Finance and general purpose committee,
- Development committee;
- Appointment and promotions committee;
- Admissions committee
- Academic planning committee
- Research grant committee
- Committee of Deans
- Staff school board of governors
- Petty contracts committee
- Library and publication committee
- Student welfare board; and
- Ceremonial committee.

Faculties

For the purpose of specialization, the university is divided into faculties. Examples are Faculty of Education, Faculty of Medicine, Faculty of Arts, Faculty of Social Sciences, Faculty of Management Sciences and Faculty of Natural Sciences, and Faculty of Engineering/Technology. Faculties are divided into departments. For example, in the Faculty of Engineering there are Departments of Civil Engineering, Department of Mechanical Engineering, Department of

Electrical Engineering etc. A similar thing applies to other faculties.

Control of Faculties

A faculty is headed by a Dean, departments are headed by Head of Department (HOD). The HOD assigns duties to members of staff e.g. teaching (course allocation). He presides over departmental meetings. He is the Chief examiner. The Dean is both the academic and administrative head of the faculty. He runs the faculty through committee system. The committees in the faculty include: Disciplinary committee, welfare committee, post graduate committee, academic board and teaching practice committee (for Faculty of Education).

The Dean presides over the Faculty Board meetings. The board is very important in the faculty. The board deliberates on academic issues, examinations and results and staff welfare. It also deliberates on the areas of need of the faculty; financial, material, and academic (staff). (see fig. 3)
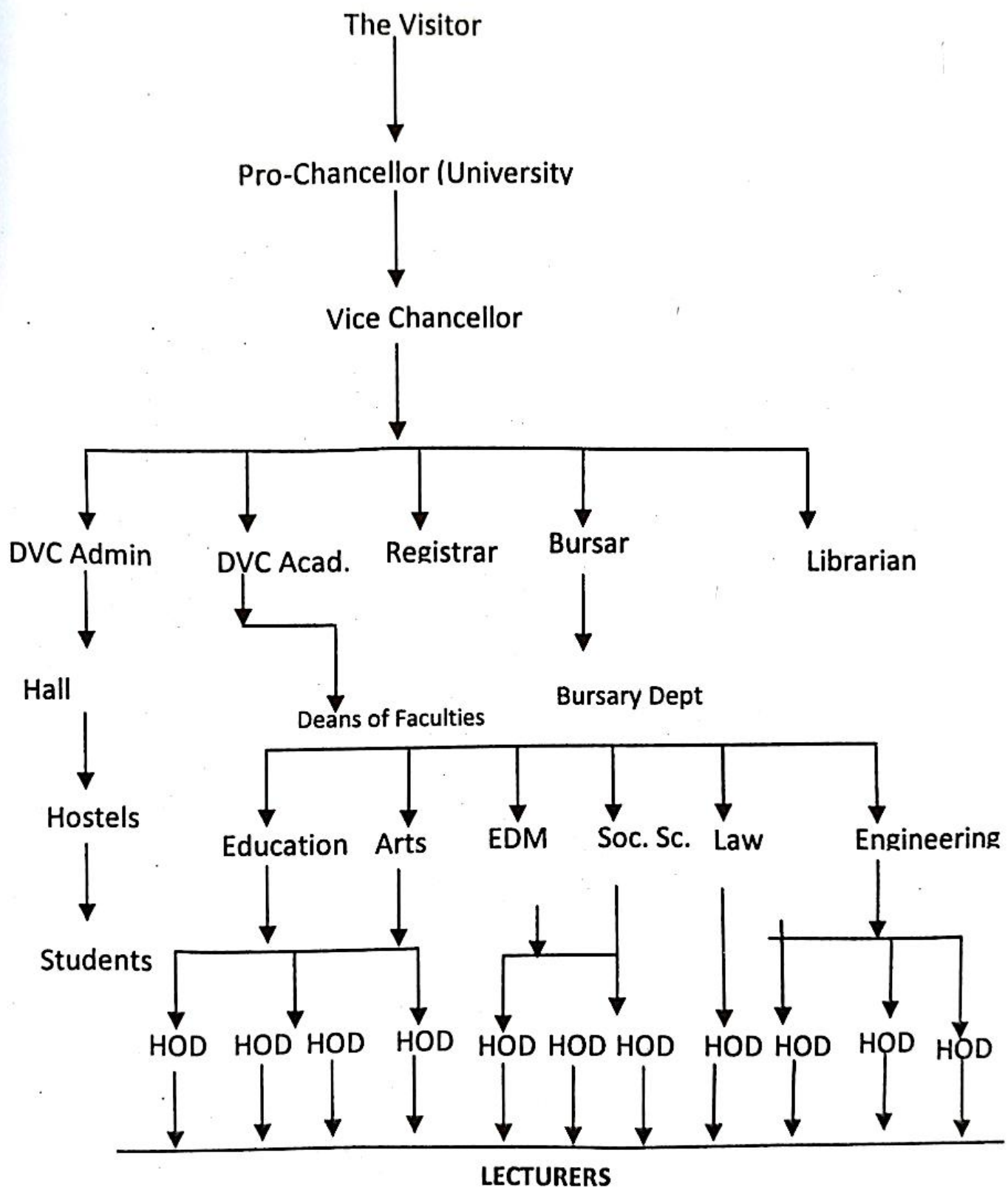
Fig. 3: Organizational structure of a university

Problems of Personnel Management in the University

Finance: Inadequate finance is a big problem to effective personnel management. This is because lack of finance is responsible for inadequate facilities such as offices, furniture and fittings, instructional materials, delay in salary, delay/non-payment of allowances etc. which could result in face-off which can take a variety of dimensions such as confrontation, and strike. According to Taiwo (1995), budget proposal usually falls short of allocation and Internally Generated Revenue (IGR) is seen as complement, but in most cases, the proposal is modified to the detriment of institutions concerned.

Violent Trade Unionism among Staff: Leadership of membership of trade unions could be a source of hindrance to personnel management. Misinformation, misinterpretation or lack of good communication network could cause trade unions to be aggressive and get out of hand.

Disagreement on Policy Matters: Policy matters could be a source of disagreement in salary/remuneration among staff of different unions and university management.

Lack of Trust: There is usually lack of trust in the management of the university by the staff. This could be found where there is communication gap, poor communication or ambiguity in communication content.

Dictation from the Political Class: The political class (such as the visitor) could dictate policies to the disinterest of staff. This causes internal conflict in the university community.

Ensuring Quality in Tertiary Institutions

Accreditation of Programmes and Courses in Higher Institutions

Essentially, and as pre-requisite for the various awards of degrees in the higher institutions of learning in Nigeria (Bachelors, Master, Ph.D, National Diplomas, NCE, as the case

may be) accreditation of programmes and courses are carried out. This is aiming at providing and achieving quality assurance and to maintain parity in all the relevant institutions in accordance with the set standards. Of course, as a quality assurance instrument, the focus of accreditation is to ensure and guarantee that the awards of degrees are not only attained but are sustained by the awarding institutions. This is achieved by; validating the quality of the graduates of the institutions guaranteeing the employers of labour and society that the quality of the programmes in the universities, polytechnics and colleges of education are of desirable standards and their graduates are adequate for employment and for further studies.

. Accreditation of higher institutions provides opportunities to advise the service providers (government (s) or private owners) on how to revitalize their institutions in line with their set objectives. This exercise is an effective instrument to provide an institution with an avenue for self-evaluation not only in terms of available academic infrastructure, but also in terms of the quality of the available personnel and resources (Isyaku and Akale, 2003).

In Nigeria, accreditation in higher institutions involves teams of experts from other institutions and engages the relevant agencies or commission (NUC, NBTE and NCCE) to visit respective institutions at a given periodic interval (every five years) for the accreditation of existing courses and programmes, new programmes and courses where available can also be presented for accreditation. The visitation of an accreditation team to higher institutions of learning is meant to be a careful audit of the academic programmes of the institutions and of the variables which have influence on the quality assurance of the systems and their products. Relevant agencies and commissions do publish the results of the accreditation exercise for the

respective institutions for the general public. Programmes or courses may be granted full or interim or denied accreditation. Each of these has implications for the operation of the system.

We should note that two major problems emerge. These problems are (i) maintenance of standards and ensuring quality assurance of the present set of higher institutions and (ii) obtaining and increasing funds to cope with the enlarge student population.

Institutional ranking in terms of performance of undergraduate and postgraduate courses and programmes.

Ranking of higher institutions by relevant agencies or commissions (NUC, NBTE and NCCE) is another method of ensuring quality assurance is introduced into the operations of the Nigerian Universities, Polytechnics and colleges of Education. This is done on the basis of the aggregate quality and performance of institutional programmes and courses. Using this instrument involves compilation and computation of the total aggregate scores of academic programmes, courses offered by each institution. The product of this computation yields mean quality index score which provides a conglomerate quality measure of the general position of the programme offered by the institution. The results of this analysis and relative standing of each institution is then published.

The first time the NUC conducted a comprehensive ranking of Nigerian Universities was in 1990/1991 academic year. The essence of the ranking according to the then executive secretary of the NUC, Prof. Peter Okebukola was to improve the quality of service.

Table 1: Results of Ranking Exercise by NUC based on the Quality of Academic Programmes as captured during the 1999-2000 NUC Accreditation Exercise.

Rank	University	Generation	Mean Academic Quality Index
1.	University of Agriculture, Abeokuta	Third	3.74
2.	University of Agriculture, Umudike	Third	3.60
3.	University of Nsukka	First	3.51
4.	University of Lagos, Akoka, Lagos	First	3.39
5.	Abubakar Tafawa Balewa University, Bauchi	Third	3.33
6.	Fed. University of Technology, Owerri	Third	3.33
7.	University of Jos, Jos	Second	3.30
8.	Nnamdi Azikiwe University, Awka	Second	3.23
9.	Nigerian Defence Academy, Kaduna	Third	3.20
10.	Imo State University, Owerri	State	3.19
11.	University of Agriculture, Makurdi	Third	3.18
12.	Ahmadu Bello University, Zaria	First	3.14
13.	Bayero University, Kano	Second	3.14
14.	University of Ilorin, Ilorin	Second	3.14
15.	Olabisi Onabanjo University, Ago-Iwoye	State	3.11
16.	University of Ibadan, Ibadan	First	3.02
17.	Fed. University of Technology, Minna	Third	3.00
18.	University of Ado-Ekiti	State	2.93
19.	Obafemi Awolowo University Ile-Ife,	First	2.93
20.	University of Maiduguri, Maiduguri	Second	2.89
21.	Enugu State University, Enugu	State	2.84
22.	University of Calabar, Calabar	Second	2.76
23.	Usmanu DanFodiyo University, Sokoto	Second	2.75
24.	University of Benin, Benin City	First	2.70
25.	University of Port-Harcourt, PH	Second	2.68
26.	Abia State University, Uturu	State	2.66
27.	Lagos State University, Ojo, Lagos	State	2.64
28.	Fed. University of Technology, Akure	Third	2.64
29.	Ladoke Akintola University, Ogbomoso	State	2.46
30.	University of Uyo, Uyo	Second	2.43
31.	Benus State University, Makurdi	State	2.36
32.	Fed. University of Technology, Yola	Third	2.33
33.	Delta State University, Abraka	State	2.21
34.	University of Abuja FCT	Second	2.21
35.	Ambrose Alli University, Ekpoma	State	2.14
36.	Rivers State Univ. of Sc. & Technology, PH	State	2.13

Source: NUC (2002) Quality assurances in Nigerian universities volume I (Universities Ranking)

Top 25 Best Universities in Nigeria – 2013 University Ranking

Ranking Web of Universities (Webometrics) published the 2013 edition of the World University Rankings, and the Top 25 Best Universities in Nigeria from the webometrics World University Ranking results are listed below. It is worthy of note that the webometrics university ranking is a rank of world universities web presence.

1. Obafemi Awolowo University
2. University of Agriculture Abeokuta
3. University of Lagos
4. University of Nigeria
5. University of Ilorin
6. University of Ibadan
7. Ahmadu Bello University
8. Auchi Polytechnic
9. University of Benin
10. Covenant University Ota
11. University of Jos
12. Federal University of Technology Akure
13. Yaba College of Technology
14. University of Port Harcourt
15. National Open University of Nigeria
16. Afe Babalola University Ado Ekiti Ekiti State
17. Ambrose Alli University Ekpoma
18. Lagos State University
19. Ekiti State University Ado Ekiti (University of Ado Ekiti)
20. Lagos Business School Pan African University
21. University of Calabar
22. Ladoke Akintola University of Technology
23. Nnamdi Azikiwe University, Awka

24. Federal University of Technology, Minna
25. Federal University of Technology, Owerri

Expectedly, this process has introduced the spirit of competition that has encouraged the institutions of different categories to compete for amiable positions in the ranking, which is not only necessary for quality assurance and excellent performance. The results which are made available in form of documents, news, and print media can be used in taking decision by government, parents, students and other relevant stakeholders.

Monitoring Assessment/Evaluation of the Existing Staff Strength, students and Facilities.

This is an instrument used by respective agencies/commissions to ensure that the specific guidelines in the minimum standards are closely monitored, assessed, evaluated and complied with. On the spot assessment of the programmes are made to focus on the objectives of the programmes, students admission requirements, philosophy of the programme of study, physical facilities, personnel, mode of teaching, qualifications, relevance and quality of staff and the application are emphasized. Decisions on the conditions of the above parameters inform the relevant agencies/commissions the status of the institutions.

In 2005, the National Universities Commission (NUC) released the results of monitoring exercise conducted in Nigerian universities where Olabisi Onabanjo University (OOU) Ago-Iwoye, Ogun State was identified as the university with most over-populated students' enrolment in Nigeria. This, to a very large extent was said to have serious implications on quality of the products, teaching personnel, instructional materials, etc.

The results of the current enrolment and carrying capacity of Nigerian universities are current efforts of the National Universities Commission (NUC) to ensure quality assurance in the system. It needs be mentioned here that, the NBTE and NCCE are also doing the same thing for Polytechnics and Colleges of Education.

Prescribing the Benchmarks and Periodic Review\w and Production of Documents on Minimum Standards.

Another instrument employ by the National universities commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) to ensure quality assurance in the respective institutions under their control is the periodic review and production of document on minimum standards.

Minimum standards are reviewed periodically when the need arises and in response to demands of the society and technological advancement. For instance, the recent revolution in the technological world and globalization which requires Nigerian Institutions to be globally accepted and compete with other institutions all over the world has necessitated the inclusion of computer education into the curriculum of higher education in the recent past. This review is done periodically with all the representatives from all the relevant institutions, and other stakeholders as well as the relevant agencies present. The document is produced and made available for all the institutions as a guide.

External Moderation System

The issue of comparability is a major consideration in any quality assurance process in education all over the world. Of importance to note is that external moderation is very important

in assuring quality in education programmes since students and other stakeholders wish to be assured that a given level of education under one setting or another, provides the same level of education.

One way this is being achieved in higher institutions in Nigeria is by instituting a veritable external examination system. Under this arrangement, experienced and professionally qualified senior academic staff in tertiary institutions are invited by respective institutions to moderate their examinations (both questions and the scores obtained by students) and examine their final year students. The reports of the moderation exercise are sent to the respective agents (NUC, NBTE and NCCE) and institution's management, which guide the decision for certification of the products of the institutions.

Capacity Building for Teaching and Non-teaching Personnel

Having observed that quality can only be achieved if the inputs such as the personnel of the system are of good quality, and for them to be able to cope with the challenges of the modern world of globalization and technological advancement, the respective agencies make it mandatory for the institutions' personnel to upgrade their knowledge and skills. Sometimes, the respective agencies (NUC, NBTE and NCCE) organize training programmes, seminars and workshops for the personnel, to ensure their professional development. Good example of this training programme is the one on multigrade teaching technique the NCCE organized for all Colleges of Education academic staff in the six Geo-political zones of the country in 2005. Another one is the training workshop organized for all higher institutions of learning in October 2006 on Digital Appreciation. This training programme was sponsored by the Nigerian Communications Commission, Abuja. For the training

programme, ten (10) representatives from each higher institution were trained on ICT and the application on teaching and learning process.

The National Universities Commission under the leadership of Professor Peter Okebukola opened NUC information centres which enable all teachers in Nigerian universities exchange ideas with their counterparts all over the world. Apart from the fact that this initiative helps academic staff to interact with their colleagues elsewhere, it also builds them professionally which ultimately helps the system.

Government in its current reform efforts and new initiatives sees the response to the attitudinal problem as one of restoring to the universities full autonomy and changing the culture of management from tradition and experience to the use of professional knowledge and skills, acquire through deliberate training of university, polytechnic and college of education teachers and managers. Government has therefore accepted to implement the resolutions of the 2002 National Summit on Higher Education that:

a. All new entrants into the management of higher education institutions should be exposed to appropriate senior management training programmes in order to enhance efficiency.

b. New entrants into academic positions should be exposed to pedagogical training and be properly supervised. For this purpose, government is to establish national higher education pedagogy centres for training of lecturers and managers of higher education institutions, (FME, 2002).

The foregoing resolution has shown the need for adequate capacity training of personnel in institutions of higher learning as a pre-requisite for achieving quality assurance.

Exchange Programme for Teaching Personnel and Students

The main objective of exchange programme is to help the system grow and develop. When academic staff and students from one higher institution within or outside the country are requested to stay and undergo academic process in other institutions, they tend to learn from the culture and practice in that country.

In practice, academic staff-members are allowed to spend their sabbatical leave or undergo further studies in other institutions for a given period of time under exchange programme. During this period, they study both academic and administrative processes of the institutions. Expectedly, at the end of the programme, they are expected to put up a report by their experiences, which could help their institution in decision making process. Academic staff members and students are exchanged to help ensuring quality of the system, since the practice helps to make comparison about the process and practice.

In colleges of education, students do undergo what is called Acculturation where students from other colleges from different geo-political zones spend six weeks in other colleges to familiarize with the culture of the zones. In Universities, students from other countries visit other institutions in other countries for a period of six weeks to undergo teaching process. All these allow comparisons to be made about the system and the process of teaching and learning. For instance, recently, the students from faculty of education, Winneba University, Ghana visited Obafemi Awolowo University, Ile-Ife for a period of six weeks where they were taught by the senior Academic Staff from the host institution. The essence of this practice is to ensure quality in the system.

Post Universities, Polytechnics, Colleges of Education and Monotechnic Examinations (Post –UME/PCE/M)

This is a recent and latest development in higher institutions of learning towards ensuring quality in the system. It is an institution towards which the quality of the students to be admitted by the institutions is ensured. Having noticed the problems being faced by the institutions in term of the quality of the input (students) being admitted in the recent past, the heads of higher institution of learning in Nigeria (Vice-chancellors, Rectors and Provost) met to introduce this practice and with the support received from the governments and other stakeholders legalise the practice.

Now, with the new practice, institutions of learning in the country (Universities, Polytechnics and Colleges of Education) conduct separate post UME/PCEM Examinations and test for their respective candidates. These tests or screening exercises (as the name may be called) are done by students after scaling the first hurdle of the general examination (University Matriculation Board (JAMB).

This practice has to some extent, helped the best candidates to be considered for admission after the examination or test. To a very large extent, the processes involved before approval given to the establishment of higher institutions of learning in Nigeria can ensure quality assurance of the system.

Establishment of Quality Assurance Department by NUC

The department of quality assurance was established in January 10, 2005 in response to the quest for quality of the expanded university system. The department was a division under the department of academic planning and research (DAPR). The department's vision flows from the NUC vision "to promote quality, assure qualitative university education in

Nigerian for the purpose of producing globally competitive entrepreneurial graduates who are relevant to national development".

A professor heads the department and it will be planned to have complement of thirty-five full professors. Five of the professors would be resident in the department while 30 will be associate experts resident in their universities but mobilized for quality assurance duties from time to time. No existing staff in the commission or new staff without at least a Masters Degree will be eligible to serve in the department. Over time (as demanded by the board), only holders of doctor of philosophy degree will qualify to be full-time staff of the department.

The department as part of its mandates conducts rigorous monitoring and evaluation activities of all universities in Nigeria. It also demands compliance with NUC's benchmarks and minimum academic standards and recommends for immediate sanction as dictated by Act 9 of 1993, any university whose operation falls below the standards. The thrust of the work of the department is to guarantee Nigerians that in spite of the quantities, increase in universities quality of Nigerian university graduates will not be compromised.

The department has the following divisions:

(a) **Undergraduate Quality Assurance:** Which has as its broad functions development of BMAS of undergraduate programmes; conduct of accreditation for undergraduate programmes; and ranking of universities based on the quality of their undergraduate programmes.

(b) **Postgraduate Quality Assurance:** Which has as its broad functions development of BMAS for postgraduate programmes; conduct of accreditation for postgraduate programmes; and ranking of universities based on the quality of their postgraduate programmes.

(c)   **Federal Universities Monitoring and Evaluation:** To monitor the conformity of Federal university of quality assurance guidelines as may be laid down by NUC from time to time. To evaluate the implementation of quality assurance framework as proposed by NUC from time to time; and to monitor and evaluate implementation of accreditation reports as they affect Federal universities.

(d)   **State Universities Monitoring and Evaluation:** To monitor the conformity of State Universities of quality assurance guidelines as may be laid down by NUC from time to time; and to monitor and evaluate implementation of accreditation re\ports as they affect state universities.

(e)   **Private Universities Monitoring and Evaluation:** To monitor the conformity of private universities of quality assurance guidelines as may be laid down by NUC from time to time; to evaluate the implementation of quality assurance framework as proposed by the NUC from time to time; and to monitor and evaluate implementation of accreditation reports as they affect private universities.

Some Other Key Issues Relating to Quality Assurance in Higher Education.

There are other key issues that relates to maintaining and achieving quality in higher education in Nigeria. These three key issues are the following;

- University autonomy
- Government funding on higher institutions
- Increased number of private institutions

It needs be emphasized that unless these three important issues are properly addressed, they may have implications for quality assurance of higher education in Nigeria.

Apprehensions and Criticisms over the Existing Quality Assurance Criteria in Nigeria

While the list of achievements being recorded by the agencies saddled with the responsibility of managing and controlling higher education in Nigerian (NUC, NBTE and NCCE) in relation to quality criteria is encouraging, the list of apprehensions and criticism is also quite long.

Why the Apprehensions and Criticism?

Several apprehensions being raised are focused on the existing criteria adopted to ensure quality by the respective agencies. Several questions being raised leave one in doubt as to how effective and efficient the criteria are. For instance, questions have been raised on the following

a) General application of the criteria vis-à-vis the peculiarities of the respective institutions of learning in terms of age, population, catchment areas served, carrying capacity vision and mission etc.

b) Standardization of criteria (reliability and validity)

c) Time frame-time lag/span for the release of results.

d) Funding pattern

e) Lack of trust in the visitation team

f) Public relation funds syndrome

g) Selective treatment

All the above have led to the problem of acceptability of the result of accreditation and ranking by the institutions, particularly, those that are not "favoured" by the results. Further to the above issues are the following emerging problems that focused on the effectiveness and efficiency of the instruments:

i. **Window-dressing:** Accreditation exercise has been turned into a ritual, thus making it less effective. The practice is that before the arrival of the accreditation team, institutions of

higher learning spend all available energy to prepare and put in place so many things that are not hitherto available. All they target is to 'survive' the exercise. It is disheartening to observe that, some institutions would not mind to go outside their institutions to acquire or borrow some items before the visit and return them all for the sake of the accreditation exercise. There are also stories of some institutions that are fond of using some academic staff-members from other institutions to boost their staff list and pay them handsomely for the contract. Some institutions would not embark on mass recruitment exercise of staff or purchase necessary items except when accreditation exercise is fast approaching. All these window-dressing styles are employed to 'survive' the exercise and be awarded good grades. If those institutions in this category are ranked first or second over those that are 'sincere' then how efficient or effective the instruments are?

ii.   **Lack of post-accreditation internal assessment team:** It has also been observed in our institutions that no internal quality assurance committee is set up to ensure that the recommendations of such visitations are implemented and where they are not effected on, sanctions are placed on such institutions or programmes. Thus, weakening the power of accreditation as an instrument of ensuring quality assurance.

iii. **Transparency question:** In the case of Post-Universities Matriculation Examinations and Polytechnic, monotechnic and College of Education Examinations administer by respective institutions of higher learning, the arrangement would have been a resounding success for ensuring the quality of input (Candidates) but for the compromise of the standard of examinations in some institutions and lack of transparency in admission processes.

iv. Indicator for measuring performance: Ranking of institutions by NUC, NBTE and NCCE are done based on performance during the accreditation exercise, which has raised a lot of criticisms from people and concerned stakeholders who do not support the use of the same indicators as a basis of grading institutions without consideration for peculiarities of the respective institutions in terms of age, population, catchment area, etc. Therefore, the instrument's (accreditation) reliance on faulty assumptions and weak methodology cannot produce quality assurance.

v. Faulty and power methodology of assessment: The methodology adopted for conducting the assessment process is regarded as faulty and poor. For instance, the results usually published by the respective agencies are based only on the visits of the accreditation teams. The criteria used for assessment and reports of the accreditation team are not usually subject of further roundtable discussions.

vi. Moderation of examination papers/grades and candidate: No seriousness is usually placed on this very important instrument, nowadays external examiners that would not give problem to the candidate during oral examination are usually invited while questions and examination grades moderation are taking to be formality.

vii. Capacity building and professional development: Academic members of staff to be more relevant in present day Nigeria must update his knowledge increasingly. The essence of capacity building and professional development is to ensure quality assurance in the system. The in-thing now in higher institutions is off-shore publication but where there are no funds to finance this publication and where the quality of research is low due to the available poor instructional and research facilities

how then could we used this instrument to determine quality assurance in the system.

viii. The efficacy of the instrument vis-avis labour government industrial disputes: In Nigeria, there is a recurrent decimal of labour-management disputes as a result of non-implementation of agreement on the part of the government. This development to a very large extent jeopardizes the efficacy of the instruments and the results thereafter. For example, higher institutions in Nigeria have been characterized with crises of various types and this development has led to closure of schools for up to a period of 3-5 months. The efficacy of using any instrument during the period or for the institutional is in doubt.

Policy Implications for Consideration

It is a known fact that no meaningful teaching and learning can take place in the face of grossly inadequate lecture and laboratory spaces, necessary stock of current books, chemicals, and reagents and modern day instructional facilities like projector, computer-based programmes, maps; and where there is no meaningful teaching and learning, we cannot talk about quality assurance, hence the need for all these materials and funds to be made available so as not to reduce the potency of the instruments in ensuring quality.

There is also the need to create an enabling environment free from instability and labour-management or government disputes. For instance, the issue of quality assurance of education in tertiary institutions does not stop at setting up high entry admission requirements and, cut off points should also include improving the conditions under which the students both in and outside the classroom are made to learn and the teacher to teach. Some strategies can be put in place to fine tune the criteria used by managing agencies to ensure quality assurance in institutions of higher learning, the most important being the

availability of funds. Funding is a great factor in ensuring quality. The non-availability of adequate funding for requisite equipment and materials has stunted the standards that need to be put in place and the morale of lecturers before assessing quality.

Quality assurance committee should be set up at the institutional level. The committee will see to the effective execution of accreditation recommendation. Policies should also be put in place to ensure that institutions that do not implement the recommendations of the accreditation are sanctioned. There is the need for feedback system through which the accreditation team would ensure that recommendations are implemented accordingly. The need for students to be involved is also very important.

The potency and efficacy of the instruments can be ensured when they are standardized to meet international specification. Furthermore, in order to ensure that the purpose of the criteria is achieved, there is the need for the monitoring agencies to consider the peculiarities of the respective institutions before the application of the instruments. The peculiarities are the age, population, community where institution is established, catchment area, carrying capacity, vision and mission of the institutions, etc. Again, the indicators to be used to adjudge the performance of the institution should be realistic and applicable to all the concerned institutions. The institutions should be sincere, and stop playing upon the intelligence of the accreditation team by avoiding widow-dressing.

The accreditation exercise should be devoid of politics and 'public relation fund syndrome where most of the members of the accreditation team are friends or school-mates of the host institution's administrator (Vice-chancellor, Rector or Provost).

Where there are exchanges of funds also known as 'public relations funds', do we expect such institution to be scored low even if they do not perform to expectation? In order to bring sanity into the process, the need to remove politics and 'public relations funds syndrome' is highly desirable'. Members of visitation team should be experts and men of integrity. Where the host institutions have no confidence in the team even before the team commences its assignment, the result may not be palatable. Hence, the need for the choice of men who are real experts and are of good integrity is necessary.

It is suggested that in assessing and ranking the institutions, the instruments and indicator used by the International Ranking Experts Group (2006) in ranking world universities should be adopted. However, all fields of study should be considered in the process (Adepoju and Akinola, 2011). The university should be inward looking on ways of generating or improving on its internally generated revenue to compliment government efforts. Most trade union face-off borders around finance, improvement of the financial base is therefore imperative at this junction. University autonomy on policy making matters should be encouraged and a consistent and effective communication network should equally be maintained. There is equally the need for good rapport and human relation between heads of the various departments, section and units and their staff. In addition, staff welfare should be given priority to enhance greater productivity and cooperation. (Owojori and Asaolu, 2010).

Conclusion

In conclusion, the success of the administration of any of the tiers of the educational system in Nigeria cannot be solely determined by the quantity and quality of staff available but rather a combination of these and the effective utilization of the

staff. For this to be achievable, there is need for the efficient allocation and motivation of the staff if the objectives of the schools, (institutions) are to be achieved.

Schools and universities are saddled with onerous responsibility of preparing the youth for useful living in all its ramifications through appropriate arrangement and implementation of the school curriculum. The business of managing such a curriculum has never been a one-man affair. It takes the collaborative efforts of the head of school, the teachers and non-teaching staff to achieve school goals and objectives. In other words, teamwork has been the means by which schools try to achieve their stated goals. However, developing such a team and maintaining it is a major challenge to school management and success rate is not uniform across schools or departments.

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