CURRENT CHALLENGES AND THE NEEDED COMPETENCES IN THE MANAGEMENT OF UNIVERSITY EDUCATION IN NIGERIA

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ABSTRACT: *The position of universities in the development of any nation cannot be overemphasized. Explanation lies on the fact that the bulk of specialized human resource need of the private and public sectors are usually turned out by the universities, colleges and polytechnics. Consequently, what is happening in the universities in Nigeria should be a major concern for stakeholders. The universities must be competent in the production of highly knowledgeable, skillful and morally sound individuals that can propel the nation's economy into development especially in the face of the global trend. This expectation can only be achieved through quality teaching-learning, and research. The challenges faced by universities are enormous and if not adequately addressed, some may turn to outright crises. This paper has identified six areas of challenges facing university education in Nigeria. Again, four management competency variables were examined and advocated as imperative to address these challenges. The study recommends that government and university management should reaffirm their commitment to university education in Nigeria through meaningful policies aimed at refocusing, re-engineering and re-dynamizing university education in the country.*

KEYWORDS: Certificate Racketeering, Deregulation of Education, Refocusing, Re-Engineering, Re-Dynamizing.

INTRODUCTION

Universities all over the world continue to face very serious issues that have profound implications for educational management, especially in the developing countries and Africa in particular. Okoli (2015) gave insight to the many challenges facing Nigerian universities from inception to include the struggle to grapple with issues of admission, accommodation, education policies, student unionism, funding and the likes. In a bid to position their nations in the threshold of modern civilization, many African governments ploughed reasonable portions of their budgets into education. They awarded scholarships and grants to deserving citizens. Many of them had linkages with developed countries in a bid to raise a strong educated and trained work-force that would help run the affairs of the nations.

The current challenges are enormous, however, this paper will focus on: (i) The challenge of over-emphasis on science and technology related courses at the detriment of humanities. (ii) The challenge of on-line registration (internet services). (iii) The challenge of persistent increase in school fees versus quality learning experiences. (iv) The challenge of deregulation of education. (V) The challenge of certificate racketeering and marketability of university products. (Vi) The challenge of demand and supply of university education.

Indeed, most serious challenges have turned out to constitute outright crises considering their timing, intensity, and consequences. Despite the challenges and crises identified in this paper,

educational institutions must continue to render the expected services. The worth of any educational system as a consumer of government budget lies in its capability to continuously serve its customers (students, parents, employers or labour, the society) better and remain relevant. Consequently, this work will also discuss on the competences needed to tackle the ever rising challenges in the management of universities. This paper presents the following challenges.

The challenge of over-emphasis on science and technology related courses.

One of the greatest instruments that have propelled every nation to a greater height is science and technology. Our societies are dominated and driven by ideas and products from science and technology. Science and technology will continue to influence our lives in all ramifications. Obanya (2002) noted that science and technology have become part of the culture and civilization of humanity. Thus, the relevance of science and technology in modern society cannot be overemphasized. Against the backdrop of the forgoing analyses suffices the claim that education has to take science and technology into account. In other words, promoting science and technology in education should be a concern to government and all stakeholders in education.

Much as the relevance of science and technology is not in doubt, over emphasis on it at the expense of humanities, social sciences and education will leave some questions on the moral foundation of young people. There is therefore a trade-off in Nigeria education. Ukpai (2012) remarked that there is over emphasis in science and technology related courses without a corresponding emphasis on humanities and related fields. While there are bundles of scholarship awards reserved and available for those in Engineering, Medicine and other science areas, no such provisions are made for students who wish to take up courses in humanities and education in particular.

Out of the nine federal universities established by the last administration in Nigeria, only two offer courses in education and humanities. Similarly, none of the private universities have mounted courses in education and humanities. There is therefore the need to strike a balance to forestall moral bankruptcy among the Nigerian children.

The launching of the "Sputnik" in the moon in 1957 by Russia sparked a revolution and education trade-off in America. The surprise success of the launch of the sputnik precipitated the American Sputnik crises and triggered the Space Race, a part of the large Cold War. Consequently, emphasis in American education was shifted to science and technology without a corresponding interest in humanities and civic education. Soon, American children became morally bankrupt (Mezieobi, 1993).

In everyday life, humanistic knowledge provides the ideal foundation for exploring and understanding the human experience. Robinson (2010) observed that the humanities capture the essence of a society-the suffering, worries, and passions of a people-which science, mathematics, and technology, valuing facts over feeling, can never do. In modern cultures, the humanities, education and social sciences tends to attract more derision than respect. Their funding has been drastically cut and their status in the universities significantly reduced since it is adjudged that sciences, mathematics and engineering are more practical and applicable to real life and therefore deserves more money and more attention. In point of fact, greater results will be achieved from collaboration of science, humanities, education and social sciences.

The challenge of on-line registration (internet services).

Online registration has recently found its way into the Nigerian education system about a decade ago, from early 2003. Before this time, registration of students and candidates for examinations were done manually involving the filling of several forms. Today, almost all the educational institutions have moved into digital era, of menu-driven ultra robust specialized online registration applications. These applications can carry out virtually all registration functions relying heavily on information collection, storage, transfer and processing. The application of electronic internet services in all facets of life has become a subject of fundamental importance and concerns all operating within Nigeria and indeed a condition for local and global competiveness.

The desire for online registration is to facilitate the provision of information in a faster and reliable manner. This desire has provoked research and development in Information Communication Technology (ICT). Jagboro (2002) assert that human activities on earth have much to do with information and communication of all kinds, and tertiary institutions have been deeply affected by this. It has been observed that with the development of multi-media channels like Internet, GSM, Television, newspapers and many others, information access and exchange have been made easy.

The Internet offers a diverse information service that is of benefit to societal growth and development. Okunlaya, Amusa and Ogunlana (2015) asserted that the development in communication technology has assisted our tertiary institutions in terms of researches, learning, sales of admission form, registration, keeping of statistical records, school web development, publication of articles, advertisement, to mention but few. Similarly, Ogbenevwogaga and Ogbenevwogaga (2006) opined that the Internet has been of great help to higher education institutions both in the developed and developing nations. If these assertions are true, it therefore suffices the claim also that our tertiary institutions are aware of the inherent benefits associated with efficient internet services in school management.

The introduction of online registration in the Nigerian universities was a welcome innovation since it was believed its introduction will help to ameliorate or completely eradicate the problems associated with manual registration. This opinion finds bearing in Adepoju & Alhassan (2008) who upheld that the introduction of online registration was seen as a form of relief for the hitherto redundant, costly, extortionary, and time wasting manual registration practiced earlier. Moreover, it allows the institutions to join the global trend in Information Technology and thereby deriving the benefits it provides. According to Sadiq, Momodu & Aladejubelo (2008) a school portal offers variety of services that can be accessed by students, prospective students and the academic at large. With the aid of school portal, tasks such as student registration, course registration, as well as students' application can be carried out online (internet services).

It is worthy of mention here that the online registration has come with its challenges. Access to internet server is grossly inefficient, sometimes, making it impossible to download the required website for registration. Very often, the bank details are delayed in the process of transfer to the school portal to enable the student embark on registration. There are cases of delay caused by management policy of opening and shutting down the portal at specified time daily. Also, there are instances of online registration fraud where registration pin or codes are fraudulently manipulated. Moreso, online registration has been associated with instances of misrepresentation of information on bio-data, courses and credit unit allocations.

The challenge of persistent increase in school fees versus quality learning experiences.

Education was almost free in Nigeria not until in 1978 when government removed all the subsidies from university students and introduced full payment of fees. Infact, the ''Ali must go'' saga that rocked universities in Nigeria was at the instance of that development, where students took to the streets. The military government responded by shooting and killing students and even civilians. Thus, a new phase began where contractors took over the cooking and serving of meals at exorbitant prices. The impact was devastating as students were made to pay for all the food they bought and to pay higher tuition and accommodation fees, (Ene, 2007). Parents pay so much today for their wards education under various nomenclatures such as tuition, health, acceptance, restoration, identity card, laboratory, library, accommodation, etc. Moreover, there are variations in the fees paid between the various disciplines in Nigerian universities. The persistent increase in school fees may be attributed to the mandate given to universities by government to find avenues to generate funds internally. Universities are encouraged to generate funds internally to support government's subventions. Fee increase, sundry and surcharge for late registration has been the most common practices in Nigerian Universities.

Despite huge government investment in education and the persistent rise in school fees, universities in Nigeria still suffer so many setbacks. There are cases of decay, dilapidation of few existing facilities, and infrastructure, (Ukpai, 2013). Classrooms are substandard and grossly inadequate. Traditional approaches to teaching and learning persist while the 21st century approaches to teaching and learning, such as the use of internet, computers, projectors, simulators etc are conspicuously unavailable. Lack of equipment especially for information communication technology (ICT), paradigm shift, has made teaching and learning approaches of the 21st century impossible. Attempt by universities to internally generate funds to cushion some of the inadequacies, have triggered some challenges that have made negative impact on the students and their programmes. Okoli (2003) x-rayed the Nigerian situation and observed as follows; Students resort to vices in order to cope in the face of fees increase. Many females engage in prostitution while males indulge in robbery. Students with weak background, who would have been brushed up, do not have the opportunity because of these difficult situations. These conditions lent breath to failure in examinations, and most often leading to examination malpractices. Today, about 90% of undergraduates and postgraduate students live off-campus due to high school fees. This unconducive situation makes matters worse, as students are not confined to academic environment.

Concern about quality is ultimate in educational discourse all over the world as noted by Maduewesi (2005).This is quite understandable given the growing importance of trans-border education provisions in the wake of globalization and massification of education. Universities are expected to deliver school curriculum and produce quality graduates with the required learning experiences. No wonder,Obanya (2002) expressed the concern that the current thinking worldwide is that higher education should develop in the beneficiary a certain number of generic skills to a level that will ensure the continued creative productivity of the individual. This perhaps is the need for school fees, but care must be taken to avoid unnecessary increase in school fees and sundry charges.

The challenge of deregulation of education in Nigeria.

Deregulation of education is not a new parlance in governmental policies and practices in the world, especially in the US, Taiwan, Australia, to mention but a few. However, it is a new

concept in Nigeria. Deregulation of education is the offshoot and an integral part of the global trend known as "New Public Management"(NPM),(ILO, 1998).According to Etuk (2005),NPM involves streamlining public administration by means of privatization, contracting out or restructuring public services linked with entrepreneurial activities. Deregulation of education entails that education is no longer the exclusive right of the federal, state and local government. It entails furthermore, the removal of all forms of restrictions by the government and encouraging direct private involvement or participation in the provision and funding of education in Nigeria. Government responsibilities to the nation are enormous. The need for deregulation of education in Nigeria may be predicted on the assumption that government it seems, cannot provide all the "things of education" alone, including the payment of teachers salaries and other costs necessary to sustain quality education in Nigeria.

Deregulation or privatization of education in Nigeria has led to an overwhelming development in private tertiary institutions, even though they are tailored around capitalist tendencies of profit maximization. The gains of public-private partnership in the provision of education cannot be overemphasized. Ehiametalor (2005) stated that public-private partnership in education expands the opportunity and access to many individuals to obtain quality education. Obviously, many students in the tertiary institutions today may have still remained at home but for the private institutions. Again, pro-University deregulation school of thought according to Akinwumi, Isuku and Nze (2005) upheld that deregulation will give room to competition which will eventually lead to quality productivity. The entrant of the private capitalists with their entrepreneurial capabilities will constitute a challenge to the public administrators thereby awakening the consciousness of both parties to provide quality education or loose their position.

However, government should be able to monitor and control capitalist tendencies of the private sector. Alani (2005) asserted that private school fees are on the higher side and the author expressed the fear that if they are not controlled, in the future, only professionals and middle class citizens could afford education in private schools in Nigeria. A colossal overview of fees charged by public and private universities in Nigeria is given as follows;

FEDERAL UNIVERSITIES

University of Lagos, UNILAG	–	Between N20,000 to N45,000
Obafemi Awolowo University, OAU	–	N20,000 to N40,000
University of Benin, UNIBEN	–	N15,000 to N35,000
University of Ilorin, Unilorin	–	N50,000 to N80,000
University of Ibadan, UI	–	N20,000 to N35,000
University of Nigeria Nsukka, UNN	–	N35,000 to N45,000
University of Portharcourt, UNIPORT	–	N30,000 to N40,000
Ahmadu Bello University, ABU Zaria	–	N20,000 to N30,000
University of Calabar	–	N30,000 to N40,000

Federal University of Technology Minna, FUTMINNA	–	N30,000
Federal University of Technology Owerri, FUTO	–	N40,000
Federal University of Technology, Akure, FUTA	–	N15,000 to N70,000
Federal University of Agriculture Abeokuta, FUNAAB	–	N15,000 to N40,000
University of Abuja	–	N40,000 to N50,000
University of Uyo	–	N45,000 to N65,000
Nnamdi Azikiwe University, UNIZIK	–	N67,000
University of Jos, UNIJOS	—	N40,000
Federal University Of Petroleum Resources, (FUPRE)	–	N60,000 to N80,000
Federal University Oye Ekiti, FUOYE	–	N60,000 to N110,000

STATE-OWNED UNIVERSITIES

Osun State University	–	N130,500 and N160,500
Ekiti State University (EKSU)	–	N65,000 to N80,000
Lagos State University	–	N160,000 and N250,000
Ladoke Akintola University of Technology, LAUTECH	–	N60,000 to N75,000
Ambrose Ali University, Ekpoma (AAU)	–	N80,000
Adekunle Ajasin University Akungba, AAUA	–	N25,000 to N30,000
Delta State University, DELSU	–	N40,000 to N55,000
Tai Solarin University of Education	–	N60,000 to N80,000
Kogi State University, KSU	–	N40,000 to N60,000
Imo State University, IMSU	–	N60,000 to N80,000
Olabisi Onabanjo University, OOU	–	N100,000 to N150,000
Rivers State University of Science and Technology, RSUST	–	N40,000 to N50,000
Bayero University, Kano	–	N40, 000 to N50,000
Anambra State University, ANSU	–	N45,000
Abia State University, ABSU	–	N90,000
Akwa Ibom State University, AKSU	–	N30,00 to N40,000

PRIVATE UNIVERSITIES

Lead City University	–	N550,500
Covenant University	–	N432,000
Redeemer's University	–	N500,000 to N650,000
Babcock University	–	N620,000 to N3m
American University Of Nigeria (AUN)	–	N1,378,500.00
Crawford University	–	N400,000 to N600,000
Afe Babalola University	–	N675,000 to N1,075,000
Igbinedion University	–	N540,000 to N820,000
Bowen University	–	N500,000 to N750,000
Caleb University	–	N505,000
Benson Idahosa	–	N500,000
Achievers University, Owo	–	N420, 000
Novena University	–	N400,000
Adeleke University,Ede	-	N350,000.00
Rhema University	–	N325,000
Oduduwa University	–	N164,000
Ajayi Crowder University	–	N500,000
Joseph Ayo Babalola University	–	N436,000

From the colossal overview of fees presented, it can be seen that private universities' fees are higher than what is obtainable in public universities. Currently, many Nigerian children cannot afford university education in private universities due to their fees. One also wonders whether the higher fees charged by the private universities can be commensurate with the quality of their productivity. In point of fact, a higher school fee which constrains an average citizen from affording education is a negation of access to education emphasized at the global milieu.

The challenge of certificate racketeering and marketability of university products.

Education at the tertiary level is for the development of the highest manpower need of every society. It is the level of education that produces a "total man". A total man is one who's cognitive, affective and psychomotor domains have been sharpened by the instrument of education, and thus can contribute maximally in high level job positions with minimal supervision. This is what is expected of university graduates and other tertiary institutions products. The globalization of the 21st Century demands that university products possess skills, knowledge, attitude and competences to meet the challenges of the dynamic work

environments. This assumption defiles the urge and the glamour for paper qualifications, but stresses on the actual learning experiences which an individual is to transfer in practical situations in work settings.

Certificate racketeering no matter how new the nomenclature may sound is not a new thing in Nigeria. Certificate racketeering is the acquisition of certificate through dishonest and illegal activities. It is also the act of obtaining a certificate dishonestly through "sorting", influencing examination scores and outright purchase of certificate. Oladunni (2000), Alutu and Aluede (2007), are of the opinion that most certificates today are no longer true representations of the intellectual capabilities of their owners. Crimefact (2013) reported the high level of "cash for certificate" scam going on in Nigerian Law School. The author lamented on the dwindling standard of legal profession in the country, blaming it on alleged award of degrees to the highest bidder.

Today, there is an over emphasis on paper qualification in Nigeria. Nigeria is rated as one of the leading nations in examination malpractices (Dailytimes, 2015). The author blamed the trend on too much emphasis on paper qualification as necessary requirement for securing employment. This worrying phenomenon could be discouraged only if less emphasis is accorded to certificates and greater consideration given to practical skills. The irony is that government agencies as well as Organized Private Sectors (OPS) tend to strongly attach much value to paper qualifications rather than practical skills. Professor Suleiman Bogoro, the Executive Secretary, Tertiary Education Trust Fund (TETFund), is quoted in Dailytimes (2015) to have observed that in the current prevailing corrupt socio-economic atmosphere, the danger is that certificates could easily be obtained through so many dubious channels. Speaking recently at the 44th graduation ceremony of the Air Force Institute of Technology (AFIT) in Kaduna, he decried a situation where people strive to acquire paper qualifications without necessarily passing through the academic rigours to attain them. Bogoro lamented that such qualification has become a cog in the wheel of true educational growth in the country. According to Bogoro, it is something of concern to see young Nigerians with higher academic qualifications who cannot defend their certificates in practical terms, (Dailytimes, 2015). The position expressed in the forgoing analyses posses a strong challenge to the marketability of Nigerian graduates.

In all, universities need to move beyond issuing paper qualifications alone, to the realm of producing skillful and functional graduates. A nation whose citizens are not individually developed and self-reliant are not reckoned with in today's globalised world. The university system and other higher institutions of learning must, therefore, become primary tools for Africa's development in the 21st century. The current trend in certificate racketeering leaves doubt to the marketability of Nigerian educational products, especially at the international arena. This should constitute a serious challenge and a matter of concern to university administration in Nigeria.

The challenge of demand and supply of university education.

The opening paragraph of the National Policy on Education (2013) upheld that education is the only instrument par excellence in national development. Consequently, any nation that toils with its education does so at its own peril. Explanation lies on the fact that it is through education that a nation position itself in the threshold of national development as well as educate its citizenry out of the scourge of HIV/AIDS, insurgency, crime wave, malaria and others too numerous to mention. Education is the machinery that propels a nation into self-

reliance and development. No nation can rise above the quality of education it offers its citizens and this suffices the claim for huge government investment in education in Nigeria as reported in the National Policy on Education (2013).

Education is a social service. As a social service, the cost of acquiring education should be affordable by all and subsidized by government. Again, accessibility should be such that a reasonable number of the citizenry have the opportunity to obtain education. By implication, education should be accessible to all, male or female, black or white, Jew or gentile, Christian or Muslim, rich or poor.

University education in particular is the highest level of education. Mgbekem (2004) noted that Universities were established to create knowledge and skills for Nigerians to harness Nigerian economic activities for national development. Universities are the apex or citadel of learning for acquisition of expertise knowledge and professional competences needed in all sectors of the economy. Item 64 subsection (a) of the National Policy on Education (2013) upheld that university education in Nigeria shall make optimum contribution to national development by intensifying its programmes for the development of high level manpower within the context of the needs of the nation. This statement suggests that government recognizes the indispensable role of university education in national development.

The proliferation of tertiary education in Nigeria otherwise, referred to in this discussion as massification, came in the wake of oil boom years of the 1970s. The federal government and the state government were previously the only authorities licensed to operate universities in Nigeria. Today, licenses have been granted to individuals, corporate bodies and religious organizations to establish universities in Nigeria. The country has a total of 128 universities registered by National University Commission, (NUC). The question one may ask at this point is; to what extent is university education adequate, affordable and accessible to the yearnings of Nigerians? Table 1 presents the Nigerian university demand and supply admission statistics of 2010 – 2015.

Table 1: Nigerian University Demand and Supply Admission Statistics

Year	Application (Demand)	Admission (Supply)	% Admitted
2010	1,256,465	346,605	27.5%
2011	1,434,704	360,170	25.1
2012	1,436,473	397,067	27.6
2013	1,685,084	392,559	23.3
2014	1,470,513	361,400	24.6
2015	1,475,600	NA	

Source: JAMB Admission Statistics 2015.

As shown on table 1, it can be seen that inspite of the proliferation of universities and other tertiary institutions in Nigeria, the number of university education seekers without admission is still alarming. The table shows that the demand for university education is outrageously higher than the supply of university education in Nigeria. These problems needs a level of competence to match action with reality. The following competency areas are discussed.

The needed competencies in the management of universities in Nigeria.

Most human organizations and institutions such as the colleges, polytechnic and universities are facing even more complex challenges than usual. Indeed, the timing, intensity, and consequences of some of the most serious challenges qualify them as outright crises. There can be no head of an institution that can claim to be free from challenges, so also are the school leaders. Therefore, since organizational challenges are inevitable, it becomes imperative to acquire and to develop the needed competencies to face these challenges as they emanates in work situations.

No matter how intensive a challenge may be, it's a good time to recall some strategies for handling unpleasant and uncomfortable situations effectively.

Here are some basic competences for assembling a real-time crisis plan that, as with any good plan, should be guided by clear objectives, compelling strategies, and careful day-to-day and even hour-to-hour management:

Improvement on existing school-community relations. Most management strategies, policies and plans have failed because they do not enlist the opinion, approval and support of the community or education stakeholders. So many good heads are better than one. A collaborative effort of school management, parents, private individuals, and government will facilitate the identification of the real problems that challenges the sustenance of the school, as well as a better way of addressing the problems. Through a framework of proactive policies, originating from a round-table discussion among stakeholders, nurtured through improved school-community relations, the universities can be helped to come out of the blues from their many challenging problems.

Improved accountability in university management. School managements have lost their credibility in the eyes of the society due largely to corrupt practices. They are no longer accountable to the society and thus, compelling the society to stay aloof and unconcerned about the situation in the universities. There is high level corruption in Nigeria. Presently, the federal government of Nigeria under the leadership of President Buhari is concentrating on the fight against corruption which have bastardised the Nigerian economy. Employment of lecturers are done strictly on favouratism and "god-fatherism" . The consequence of this in the educational industry is that unqualified lecturers are given opportunities at the expense of qualified hands. Funds are stolen by corrupt leaders in the higher institutions, leaving the schools in shamble of poor infrastructure and equipment. Little provisions are made towards research and staff development. The situations in Nigerian universities have compelled many academics to leave the country and seek employment in foreign countries in what is termed "brain-drain".

Mgbekem (2004) opined that the practice of accountability which is a result-oriented strategy will check any drop in the quality of education and enhances the attainment of educational goals of any given country. Again, improved accountability will further boost the confidence of the society in the provision of funds for university development, teaching and learning.

Improved financial management. University education requires high level of funding. It calls for heavy supply of money to administer each university effectively. Much as the National budget provides statutory revenue for university administration, universities management should develop the competencies necessary to seek alternative sources of revenue generation to supplement government allocations. Universities must tap additional funds from the private

sector, technical aids from foreign countries, parents, business ventures, payment for university services, consultancy services, endowment funds, alumni associations, and many others. The funds generated from these sources should be prudently used to service the needs of the institution.

Improved enabling environment for teaching, learning and research. The triple mandates of tertiary institutions are teaching, learning and research. The quality of teaching-learning in any society is a determinant of success in the educational goal and objectives of that society. The major actors in the teaching-learning process are the teachers and students. While the teachers are expected to have the competences and skills in curriculum delivery, the students are expected to show high level commitment to learning. Maduewesi (2005) lamented on the dearth of competent and qualified teachers in Nigerian schools and recommended the need to formally instill the principles of teaching in all academics. The success of every school programme, especially teaching-learning, is dependent on the availability of the right type of physical facilities, including the right quality and caliber of teachers, (Obanya, 2002).

Research is knowledge-oriented and knowledge-bound. Banjo (1998) remarked that research is central to academic concerns and that the value of a university is measured interms of the quantity and quality of research carried out by the university.

University management therefore requires competences in the management of funds, facilities, staff and student personnel. This should include building the capacity for research and teaching activities at an international standard.

CONCLUSION AND RECOMMENDATION

What this paper has revealed is that every organization or institution faces some kind of challenges (be it major, average or minor). Universities are not an exemption to challenges or problems. Although Nigerian universities have recorded success stories and breakthroughs, but they have their teething problems or challenges which tend to impede their position on the world education league table.

Since the universities in Nigeria has to act fast with a view to come up on the same development and education wavelength with other countries of the world, six pressing challenges have been identified and discussed on. In addressing these challenges, four management competency areas have been advocated.

Moreover, Nigerian government and university management must strongly reaffirm their commitment to the growth and development of university education in Nigeria. This reaffirmation should be accompanied by policies aimed at refocusing, re-engineering and re-dynamizing university education in Nigeria.

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