

UNIVERSITY OF PORT HARCOURT

**UNIVERSITY EDUCATION IN NIGERIA:
PAST, PRESENT AND FUTURE**

An Inaugural Lecture

By

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ORDER OF PROCEEDINGS

2:45pm: Guests are seated
3.00pm: Academic Procession Begins

The Procession shall enter the Ebitimi Banigo Auditorium, University Park and Congregation shall stand as the procession enters the hall in the following order:

ACADEMIC OFFICER
PROFESSORS
DEANS OF FACULTIES
PROVOST COLLEGE OF HEALTH SCIENCES
REGISTRAR
ORATOR
LECTURER
DEPUTY VICE-CHANCELLOR (ACADEMIC)
DEPUTY VICE- CHANCELLOR (ADMINISTRATION)
VICE-CHANCELLOR

After the Vice-Chancellor has ascended the dais, the congregation shall remain standing for the University of Port Harcourt Anthem. The congregation shall thereafter resume their seats.

THE VICE-CHANCELLOR'S OPENING REMARKS

The Registrar shall rise, cap; and invite the Vice-Chancellor to make his Opening Remarks.

THE VICE-CHANCELLOR SHALL THEN RISE, CAP AND MAKE HIS OPENING REMARKS AND RESUME HIS SEAT.

THE INAUGURAL LECTURE

The Registrar shall rise, cap and invite the Orator, **Professor Ebi R. Amakoromo**, to introduce the Lecturer.

The Lecturer shall remain standing during the introduction. The Lecturer shall step on the rostrum, cap and deliver her Inaugural Lecture. After the Lecture, she shall step towards the Vice-Chancellor, cap and deliver a copy of the Inaugural Lecture to the Vice-Chancellor and resume her seat. The Vice-Chancellor shall present the document to the Registrar.

CLOSING

The Registrar shall cap and invite the Vice-Chancellor to make his Closing Remarks.

The Vice-Chancellor shall then rise, cap and make his Closing Remarks. The Congregation shall rise for the University of Port Harcourt Anthem and remain standing as the Academic (Honour) Procession retreat in the following order:

THE VICE- CHANCELLOR

DEPUTY VICE-CHANCELLOR (ADMINISTRATION)

DEPUTY VICE-CHANCELLOR (ACADEMIC)

LECTURER

ORATOR

REGISTRAR

PROVOST COLLEGE OF HEALTH SCIENCES

DEANS OF FACULTIES

PROFESSORS

ACADEMIC OFFICER

DEDICATION

This lecture is dedicated to the Almighty God, the Father of our Lord Jesus Christ and to all who are sincerely committed to the task of raising future generations to God-honoring heights.

ACKNOWLEDGEMENT

May all glory, honour and praise be ascribed to the Almighty God who started the good work in my life and has led me this far. I here acknowledge with immense gratitude, the contributions of Late Prof. J. M. Kosemani, a great teacher and my mentor, Prof J. D. Okoh who helped edit this work. The contributions, kindness and encouragement of Emeritus Prof. S.N. Okiwelu; Prof. Ndu Eke, Prof. O. C. Onyeaso, Prof. O. Akaranta, and Prof. Ebi Awotua Efebo at various stages of my career; the kindness and co-operation showered on me by Staff of the Faculty of Social Sciences where I served as Faculty Officer for 8 years, are here acknowledged with immense thanks. The intercessions and prayers of my many friends and siblings are also appreciated. I acknowledge the contributions of my parents who painstakingly molded my character through personal exemplary life and for the sacrifices they made in sending me to school. I am immeasurably indebted to my true friend, companion and husband, Prof. B.E. Okoli for standing by me all the time as well as to my children and grandchildren for their prayers and concern. I acknowledge Prof. Ebi Amakoromo, a very close associate of my family and my sister's personal friend. I thank her for writing and presenting me to the audience.

PREAMBLE

Mr. Vice-Chancellor, Sir, the title of my lecture this afternoon is 'University Education in Nigeria Past, Present and Future'. The focus is really on University Education. Right from my secondary school days, I was determined to be a teacher and so climbed the ladder from the scratch by teaching in the primary school. After 18 months of teaching, I gained admission into the University of Ife (now, Obafemi Awolowo University) to read B.A. English but changed to Education after the first year, to enable me be a qualified teacher. At the end of the National Youth Service Corps (N.Y.S.C) I registered for M.Ed. and vied into Higher Education Administration (University Administration) as my area of specialization. On relocating to the University of Port Harcourt, since I did not have the opportunity to go into teaching and research immediately, I accepted a job in the university administration; served as Faculty Officer of Faculties of Engineering, Management Sciences and Social Sciences as well as Administrative Officer, Instructional Resources Centre, Faculty Liaison Officer; Senior Assistant Registrar (PDA) and rose to the rank of Deputy Registrar before transferring to teaching. God in His infinite mercy answered my heart-cry to become a teacher in order to impact lives positively.

The above-mentioned back-ground in university administration, helped me to grapple with the problems in university education in Nigeria while the various international conferences I attended gave insight into the educational systems of other countries through presentations and interactions that followed thereafter. In Switzerland for example, one observed that the government floated education free for every Swiss citizen from primary to University level. One of the coordinators told me that given the way Nigeria is, that her government would not allow us to stay for a long time in her country. Such is the reputation of our country internationally. A participant from Greece pointed out that corruption has a damaging effect on education in her country. Ironically, Greece bequeathed education to modern world. In Rutgers University, New Jersey, U.S.A., a participant pointed out that some of them born and bred in New York have never left the city for a second because they have all that they need. In contrast, most Nigerian children wish to leave the

country and never to come back. It is one reason one has chosen to focus on the nation's university education. These interactions and research into educational systems of other lands have made it possible for one to see the loopholes in university education in Nigeria.

Globalisation and education provide a platform for looking at university education all over the world in terms of what really makes a university what it is, especially in the new millennium. A university worth the name, should serve the society, increase the bounds of knowledge, through research, be a repository of such knowledge, compete effectively at the global level and meet international standards. Nigerian Universities are so bedeviled with vices that only one has made it at the world ranking of universities as No. 604! One has this to say "we are the architects of our own misfortune". Ethnic and religious sentiments, compromise, greed, envy, corruption etc. have made nonsense of all that constitute life in Nigeria. Many of us are conversant with these vices and even perpetuate them. One thing is sure and the Bible makes it explicit that "Righteousness exalts a nation: but sin is a reproach to any people" (Proverbs 14:34).

The last inaugural lecture held in this auditorium last month appropriately constituted a prayer for God to grant our request for a nation where sound education is promoted. Dear esteemed audience, in furtherance of this genuine call, we need to earnestly pray according to God's directive in His holy Word, "If my people, which are called by my name, shall humble themselves, and pray, and seek my face, and turn from their wicked ways; then will I hear from heaven, and will forgive their sin, and will heal their land (2 Chronicles 7:14).

Equipped with my practical experience in university administration, as Faculty Officer, Secretary to Council committees (Physical Development Area), knowledge of policies etc. opportunity that enabled me understudy the National Universities Commission (NUC) and my years as a teacher, I here mount the rostrum to deliver what has been incubated over the years.

UNIVERSITY EDUCATION IN NIGERIA, PAST, PRESENT AND FUTURE

Origin of Universities

The name 'university' is from the Latin word, 'universitas'. It did not refer exclusively to institutions of learning. By 12th and 13th centuries it applied to corporations either of masters or of students but it long applied to other corporations as well as newly formed guilds and municipalities of towns. The phrase is always 'university of scholars', 'university of teachers' university of masters and scholars' 'university of study'. The modern university bears resemblance to its ancestor. It is not in the dress or buildings. It is in institutions that this ancestry may be most clearly discerned. Haskin (1963: 4) said:

First the very name university as an association of masters and scholars leading to the common life of learning... next the notion of a curriculum of study, definitely laid down as regard time and subject, tested by examination leading to a degree as well as degrees themselves... then faculties four or more with their deans, and higher officers such as chancellors and rectors and finally the training of scholars and maintenance of the traditions of learning and investigation.

Thus universities have defined goals and objectives to pursue. Teachings, research and public service should be their preoccupation. Also curriculum development, running of faculties, department and defined organizational administrative structure are some of the characteristics of the universities as seen in the above statement.

The Arabs, according to Bank (1989) had universities at the earliest dates. Al-Azhar University was founded in Cairo in about 970 A.D. as one of the oldest universities in the world and is still operating. The 12th century universities started with the great revival of learning through the work of the scholars of Italy, Sicily and partly

through Arab scholars of Spain. The oldest European universities of Salerno (1095) and Bologna (1100) were reputed for medicine and law.

The universities of Paris developed in the late (1105). Europe's fourth university, Oxford developed about (1167). Many other universities appeared in Europe during the 1205 and 1300s. Universities at this time were modeled on one of two plans - the Bologna plan or the Paris. Control of universities gradually passed through a permanent body of administrators. The course of studies also broadened. During the Renaissance, the university helped direct revival.

Although universities have common European origin yet today's universities have come to vary according to the histories of countries where they were established.

Learning and scholarship are the preoccupation of the Universities. Newman (1901) asserted that universities are places of research and scholarly productivity. He argued that teaching was not the main purpose of universities but research. He castigated American universities for teaching courses like Journalism, business, administration etc. He also stated that universities evolved out of traditions. A university of Agriculture for instance is given to finding new methods of improved farming, productivity and mechanized farming methods. Thus a university worth the name seeks to increase the bounds of knowledge through research; it must be a repository of such knowledge and must disseminate it. The modern university engages in teaching, research and public service. It engages in knowledge production and its application Masfield Chapman (1955:22) noted that:

The name university evokes in the modern mind the idea of a place where those who hate ignorance may strive to make others see, where seekers and learners alike bonded together in the search for knowledge will honour thought in all its finer ways, will welcome thinkers in distress or exile, will uphold

even the dignity of thought and learning and will exalt standards in these things.

Thus universities are bound to dispel ignorance, illiteracy, raise men and women of dignity given to learning and knowledge. Some writers in the new century describe the role of the university. Koko and Edo in Okoli and Chiadi (2017) noted that “Globally, universities are designed to create knowledge, promote, advance, transfer knowledge through teaching, research and innovation in diverse areas”. They concluded that knowledge production is the mission and function of the universities especially at the turn of the new century.

Moreover, Duderrstadt (1999) asserted that the knowledge generated within the universities addresses a large number of societal needs such as healthcare, environmental protection, security and economic competition. He noted that in the universities they provide expert training required for high level jobs in addition to education, high level skill workers such as engineers, teachers, doctors, scientists etc It is these trained professionals that drive and develop local economies, create civil society, form and support good governance as well as make vital decisions which affect the society.

Okoyeocha (2014) pointed out that university is the level where human potentials are finally developed and shaped for functionalism. It is the level where students that have successfully completed their programmes are certified worthy in character and learning The parameter for measuring the breakthrough of a university is the improvement in the lives of people it serve (Fritjhof 2016) It can thus be seen that ability of a university to produce graduates in relevant areas is an indication of its performance. Universities are important engines of economic growth and development. Babalola (2003) noted that the contribution of education to economic growth and development occurs through its ability to increase the productivity of an existing labour force in various ways. Yusuf (2004) argued that the only weapon that has liberated man from endless wants, poverty, ignorance and backwardness is education.

Universities play various roles to develop and sustain both regional and national economic growth where they are established. Harrison in World Bank (2002) noted that universities play various roles to develop and sustain both regional and national economic growth where they are established. Universities foster knowledge driven economy through their ability to train a pool of qualified labour force which includes professionals in different fields as well as future leaders; research global knowledge and adapt to discoveries to local use, transmit values, norms, characters and ethics as source of social capital needed to create healthy societies which is foundation of good governance as well as democratic political systems. It is therefore not surprising that African nationalists mounted strong agitation for universities for Africa.

Towards the University for West Africa

It was noted that nationalists like James Africanus, Beale Horton, Edward Blyden and Nnamdi Azikiwe stand out clearly amongst other nationalists for their role in the demand for universities in West Africa. They believed that the Blackman had some contribution to make towards universal knowledge and African can do this by having a university of its own. Azikiwe (1937:5) was concerned for the education of the Renascent African. He contended for a West African University where the curriculum is balanced and whose graduates have knowledge of little classics, the humanities and the sciences. This according to Azikiwe, this is the efficacy of university education in any part of the world.

The objectives of a West African University should be:

- To preserve in the students a sense of African nationality
- To raise through a West African university the stand of knowledge and intelligence of the African to enable him make contributions to world civilization
- To educate the African for improvement and integrity.
- To sharpen the Africans into leaders in all fields of endeavour.
- Education for mental emancipation, for spiritual balance, social regeneration, economic determination and national resurgence and manpower training.

These objectives were summarized briefly as university for education, manpower development and integration by Nigerian government at independence when it established national universities.

In response to the demand for University, Yaba Higher College was established by the colonial government. The public and the press criticized the limited curriculum of the Yaba Higher College which opened at its permanent site in 1934. The College settled at this site with its first, second and third year students enrolled in medicine, agriculture, engineering and teacher training. Yaba College had its misgivings. It was notorious for its stringent admission policy.

The struggle for a West African University continued, the nationalists and Lagos Youth Movement mounted pressure so much that the colonial government set up the Asquith's and Elliot's commissions on Higher education in West Africa in 1943. Commissions submitted their reports in 1945. They recommended as follows:

- Establishment of residential university colleges which will eventually grow into autonomous universities in the colonies.
- That these colleges shall go into special relationship with London University to ensure the adaptation of syllabus to local conditions as well as maintaining London university standards.
- The creation of inter university council for higher education and the provision of funds for the opening of university college from funds provided by the development and welfare act.

Elliot's commission had both majority and minority recommendations. Three University Colleges were recommended for establishment: Ibadan Nigeria, Achimota in the Gold Coast and Fourah Bay College in Sierra Leone.

University College, Ibadan started academic activities in 1948. Dr. K. Melanby was appointed first Principal. Funds as recommended by the commission were released and 104 students started lectures in

January 1948. A total of 148 students were admitted into Faculties of Agriculture, Arts, Medicine and Science. The College came under sever attack by the public. Its short comings ranged from residency of the College to the stereotyped courses offered. That the College was residential made admission and education exclusive. Much emphasis was laid on arts, pure science, agricultural science and medicine. Courses were allocated at the expense of the others. Medicine, Arts, Pure Science and Agricultural Science were floated at inception while it took the College eight years to introduce Education, Law, Economics, Engineering, Geology, Archaeology and Anthropology. The national integrating potential of the College was not adequately utilized. For instance, out of the 746 students that enrolled in 1957/58 session, only about 15 came from the North.

The staffing was dominated and influenced by colonial considerations. The ratio of senior staff (Europeans) to junior staff (Africa) was 7:1. This was the situation up to 1959. Fafunwa (1974 : 156) explained that although the university College was opened in January 1948, as an extension of the University of London in Nigeria, it did not emerge as a full-fledged autonomous university until December 1962, two years after Nsukka and three months after Ife, Ahmadu Bello and Lagos were founded as autonomous universities. Thus the College did not fully meet the aspirations of Nigerians.

It could be seen that the colonial policies for higher education in Nigeria, were put in place according to the desire of the colonial administration and not for the benefit of the colonies. Thus from inception the initial pattern of Nigerian universities was set in a British mould. The University College Ibadan (1948) was a university of London. It was cautious, conservative, elitist, white collar job oriented and ill-equipped to pioneer progress in an alien culture. The foundation was very poor and did not meet the aspirations of Nigerians.

Establishment of Universities in Nigeria

Mr. Vice Chancellor, Sir, my task at this juncture is to high-light the origin, growth and the development of universities in Nigeria, the role they are supposed to play, reasons for establishing them and to what extent they succeeded. Universities were established in stages. Their set aims and objectives and achievements have been partially muted and shall be expanded further.

Green (1969) contended that universities beyond reasonable doubts have distinguished themselves as the most significant creation of the medieval world. This is because the graduates of these universities helped to shape European thought, to create mode of intellectual disciplines, to lay foundation for scientific culture, to interpret laws and customs and to administer its governance. Thus universities whether in Europe, Asia, Latin America or Nigeria, serve their societies.

Moreover, the productive capacity of human manpower, the capitalist theory was articulated by the economists who noted that human was the basic resource in economic growth. Based on this many developed and developing countries ploughed large percentage of their revenue into education for economic and sustainable development. At independence there was great need for trained man power in all areas of national development and progress. University has the obligation to raise the standard of the population in order to improve quality of education at all levels. It wanted to groom a class of men and women who through their education would help shape Nigerian thought, create intellectual discipline by laying foundation for scientific culture. It wanted people who would administer the land and give leadership in various areas. It also wanted to train men and women who would replace the colonial administrators after independence. These are responsibilities of a national university and to what extent they succeeded will be highlighted here.

The development of university education in Nigeria entered its second phase of development in April 1959 when the Federal Government set up the Ashby Commission in consultation with the

three regional governments to conduct investigations into Nigeria's need in the field of post-school certificate and higher education over the next twenty years. Dike in Ifemesia (1988) stated that the commission was a watershed between the colonial period and the coming of self government and later independence in 1960. There was a great demand for the establishment of institutions of higher learning especially universities. It was in response and partly in and in an effort to meet the overdue needs for university education, the commission was launched. It was time when Nigerian elites and nationalists (Pan Africanism) had their own knowledge of what an African University should be. Since the constitution did not make universities have the exclusive federal right to establish, each region was free to pursue the establishment and the promotion of education.

Thus the Ashby's commission was to articulate, according to Investment in Education (1960) 50 million people commanding attention in world affairs and a people playing their part in technological civilization. The first generation universities were to produce men and women who will shape Nigerian thought, create a mode of disciplines, lay foundation for scientific and technological culture, interpret laws and its customs and give leadership in governance. To what extent they faired will be determined later.

Azikiwe and the Renascent African

Azikiwe's philosophy of education is liberal, progressive and vocational education rich in African contents, laced with rich and acceptable European and American values capable of freeing the mind of the individual, and in the end committed to scholarship, which enables the individual to have an enlarged and commanding view of things everywhere. Azikiwe believed in the equality and the dignity of man irrespective of colour, nationality, language, creed etc. Azikiwe's education theory which is titled "Renascent Africa" has five sections namely; spiritual balance, social regeneration, economic determinism, mental emancipation and political resurgence. He believed that education is capable of achieving these virtues in man. He contended for a University for West Africa.

Thus Azikiwe was going to establish a university of Eastern Nigeria with American orientation. He founded the University of Nigeria, Nsukka (UNN) in 1955 which was formally opened on 7th October 1960. The motto of the University is “to restore the dignity of man” and the University is known to be the first Land Grant University in Africa. It was less elitist, and more democratic. The vision was terminated by the 1966 coup and the subsequent Biafra-Nigerian war. To date, the university has 15 Faculties and 102 academic departments. It offers 82 undergraduate programs and 211 postgraduate programmes. The university celebrated its 50th anniversary on October 2010. In 2017, the University reportedly recorded a 90% failure rate in the 2nd MBBS Medical professional examination (<http://wikipedia.org>)! This performance is contrary to the aspirations of Azikwe who put in so much in the University to produce a total man. This is a picture of the present situation in the University system, the decay and retrogression are glaring.

Consequently the Federal Government of Nigeria established five universities (Nsukka (UNN), Ife (OAU), Ahmadu Bello (ABU), Lagos (UNILAG) and Ibadan (UI) (1960-1962). They are commonly called the first generation universities. By 1970, the University of Benin (UNIBEN) was founded bringing the number of first generation universities to 6 with five in the South and one in the North (See Table I).

LIST OF FEDERAL UNIVERSITIES IN NIGERIA

Table I: FIRST GENERATION

S/No	Institution	Founded
1.	University of Ibadan, Ibadan	1948
2.	University of Nigeria, Nsukka	1960
3.	Ahmadu Bello University, Zaria	1962
4.	Obafemi Awolowo University, Ile-Ife	1962
5.	University of Lagos, Lagos	1962
6.	University of Benin, Benin	1970

These universities expanded as a result of local and international supports, linkages with United States Agency for International Development (USAID). Rockefeller, Fords Foundation, Carnegie Corporation pledged contributions to African, including Nigerian Universities by setting up departments and institutes of education. Through linkages there was cultural exchange. Nigerians went to study abroad and expatriates came to live and teach in these universities. There was stability in the nation, University calendar was predictable so that the expatriates knew when session would end and start. They were adequately funded and scholars engaged in scholarly research and productivity that was useful to society. Class attendance was mandatory; anything short of 75% attendance was deemed a failure. Tutorials were organised for students in courses. Professors were available for lectures. Students were given opportunity to assess their lecturers at the end of the session. Many students graduated in first class and returned to the University for Post- Graduate Studies. Government gave grants to students and meals were subsidized. The first generation universities were very close to achieving their goals. They produced eminent scholars. For instance, University of Nigeria, Nsukka, started in 1960 and produced men and women like Prof. A .B. Fafunwa, Prof. A.A. Adaralegbe, Prof. (Mrs) Stella Adetunji, Prof. (Mrs) Christie Achebe etc.

Problem Areas

As at 1960, University College, Ibadan and University of Nigeria, Nsukka would enroll 1399 students. With the establishment of Ife, Ahmadu Bello and Lagos in 1962, the enrollment rose to 3,636. By 1970 they had enrolled 14,000 students. Given these statistics, the number of people demanding for admission into the universities was far more than the existing universities. University college programme was described as being narrow as the colonial administration did not pursue an agenda of training high-level manpower for many of the professions. Each of these universities began to provide various courses yet a solid foundation was still not laid for science-oriented courses that would lead to the reshaping and revolution of the society. The Ashby commission culminated in

the First National Development Plan and establishment of first generation universities The targets recommended by the commission were short-sighted and in-adequate. The estimate for the supply of high manpower needs for a period of twenty years 1960-1980, became grossly inadequate before 1970. Ashby's estimate for 7,500 enrollments by 1980 was rejected by the Federal Government and replaced with an estimate of 10,000.

Second Generation Universities – Why they were established

According to the Federal Government, to maintain unity and integration cater for a large number of persons seeking for university education as well as meet the demands for high level manpower by public and private sectors as well as the need for wider geographical spread of universities, it further embarked on the expansion of universities. With the geographical restructuring of the nation into twelve states, there was great demand for more Universities in the states created. Consequently the government established seven new universities (Port Harcourt, Ilorin, Kano, Calabar, Jos, Maiduguri, Sokoto (Second generation between 1975 and 1977. (See Table II).

TABLE II SECOND GENERATION UNIVERSITIES

1.	Bayero University, Kano	1975
2.	University of Calabar, Calabar	1975
3.	University of Ilorin, Ilorin	1975
4.	University of Jos, Jos	1975
5.	University of Maiduguri, Maiduguri	1975
6.	University of Port-Harcourt, Port-Harcourt	1975
7.	Usman Danfodiyo University, Sokoto	1975

Out of the seven second generation universities, two were sited in the South while five were established in the North. To what extent they faired would be determined later.

Federal Universities of Technology and Agriculture

In 1976 when the twelve state structures gave way to nineteen, there arose again the need for geopolitical balancing of siting of universities in the states. Between 1980-1982 seven universities were opened. The Third National Development Plan (1975-1980) had proposed the establishment of four Universities of Technology. Despite the need for global awareness in the area of Science and Technology, the Federal Government's aim was according to the then Vice-President, of the Republic of Nigeria Dr Alex Ekwueme who confirmed the decision of the government, according to Kosemani and Orubite (1995:125)

to establish seven new universities of technology while placing prime focus on the development of technologies for the country will ensure proper distribution of university institutions and the location of a federally owned university in each geopolitical state of the country. Moreover, the emphasis on technology is in direct response to national need for skilled innovative and technologically oriented manpower resources for the development of the technology base of our economy

It is true that it was pointed out that the emphasis on technology is in direct response to national need for skill innovation and technologically oriented manpower resources for the development of the technology base of our economy, yet the government did not and has not put in place the resources necessary for the achievement of the objectives of the universities. Three universities of Agriculture were also opened in addition. These were Federal Universities of Technology Owerri, Akure, Modibbo Adam, Yola, and Federal University of Minna, Abubakar Tafawa Balewa University, Bauchi. Seven universities were merged into 4. (See Table III)

TABLE III THIRD GENERATION UNIVERSITIES

1.	Federal University of Technology, Owerri	1980
2.	Federal University of Technology, Akure	1981
3.	Federal University of Technology, Minna	1982
4.	Modibbo Adama University of Technology, Yola	1981
5.	Federal University of Agriculture, Abeokuta	1988
6.	University of Agriculture, Makurdi	1988
7.	Michael Okpara University of Agriculture, Umudike	1992

Other Federal Universities

1.	Nigerian Defence Academy, Kaduna	1985
2.	Abubakar Tafawa Balewa University, Bauchi	1988
3.	University of Abuja, Gwagwalada	1988
4.	University of Uyo, Uyo	1991
5.	Nnamdi Azikiwe University, Awka	1992
6.	National Open University of Nigeria, Lagos	2002
7.	Nigerian Police Academic, Effurun	2007
8.	Federal University of Petroleum Resources, Effurun	2007
9.	Federal University Lokoja, Kogi State	2011
10.	Federal University Lafia, Nasarawa State	2011
11.	Federal University Kashere, Gombe State	2011
12.	Federal University Wukari, Taraba State	2011
13.	Federal University, Dutsin-Ma, Katsina	2011
14.	Federal University, Ndifu-Alike, Ebonyi State	2011
15.	Federal University Oye-Ekiti, Ekiti State	2011
16.	Federal University Dutse, Jigawa State	2011
17.	Federal University Otuoke, Bayelsa State	2011
18.	Federal University Birnin-Kebbi, Kebbi State	2013
19.	Federal University Gusau, Zamfara State	2013
20.	Federal University Gashua, Gashua Yola	2013

Universities of Agriculture were open to increase the productivity of key food and crops and to develop sustainable system thus helping

especially to improve the nutritional status and well-being of people. Brader (1995:77) noted that the objectives of the universities of technology and agriculture have not been advanced because government's focus was on spatial distributions and not the establishment of viable universities that would produce men and women who would revolutionaries the society.

Technology is geared towards modernization. It seeks to create a knowledge-driven society dominated by Information Communication Technology (ICT), driven steadily towards a generalized computerized society. The 21st Century has introduced new trends in education at all levels, a technologically oriented society laden with innovative ventures. Technology use and integration, will not only enhance education, it will derive learning of all kinds. Eaton (2010) noted that the 21st Century has introduced new trends in education in both developed and developing countries, at primary, secondary and tertiary level as well as in adult education irrespective of the section of education.

Nigeria is yet to queue into this picture. With four universities of technology and three of agriculture there are no land line telephones no installed internet facilities and e-library in many universities. There is no evidence of mechanized farming in the Universities of Agriculture. Some time ago when the researcher spoke with the former V.C. of Umudike, it was pointed out that the university has been converted to conventional university and not of agriculture any more. Many countries as shown in the world ranking of best educational systems have brought a lot of advanced technological facilities into their classrooms especially at the university levels. At international conferences, ICT is left at the disposal of the participants for free use. Nigerian universities are still struggling with problems of traditional and conventional universities. Many people are living in penury and the quality of life is below poverty level. Majority of Nigerians live on \$1 USD per day. This is the

poorest all over the world. Compare this GDP with 34.90 for South Korea whose education for all percentage was 99.8 % in 2016.

State Universities

Tamuno and Atanda (1986) noted that the phenomenal increase in the number of Federal and State Universities of Science and technology could be described partly or explained by the misunderstood or misplaced slogan of ‘transfer of technology’ which gained much currency in Nigeria in 1970 and 1980. Also the same phenomenon of ‘the more, the merrier’ represented a continuation of Nigerian politicians’ well-known desire to deliver goods as if in need of appeasement or patronage. Thus the state universities were established based on the 1979 constitution, Section 14(B).

With the creation of states, the Federal Government policies began to encourage and to emphasize even-development of each State. Apart from amenities, government saw the established universities as government’s response to the needs of the States. It is shocking that the government fully knew that states won’t be able to fund their universities yet they encouraged them to establish them.

It is clear that military political consideration rather than academic excellence seemed to have played more crucial role in the distribution of universities in Nigeria. Also changes in government and constitution favoured the establishment of State universities. Amina in Okoli (2003) wrote that Mbakwe, then governor of Imo state stressed that the government has no excuses to give to posterity taking into consideration the fact that the state produced the highest number of candidates for West African Examinations Council. Thus between 1979 -1990 many States established Universities in their States as shown in Table IV.

TABLE IV: LIST OF STATE UNIVERSITIES IN NIGERIA

S/N	Institution	Founded
1.	University of Sci. & Tech., Port Harcourt	1979
2.	Ambrose Alli University, Ekpoma	1980
3.	Abia State University, Uturu	1981
4.	Ekiti State University, Ado-Ekiti	1982
5.	Enugu State Univ. of Sci. & Tech., Enugu	1982
6.	Olabisi Onabanjo University, Ago Iwoye	1982
7.	Lagos State University, Ojo	1983
8.	Ladoke Akintola Univ. of Technology, Ogbomosho	1990
9.	Benue State University, Makurdi	1992
10.	Delta State University, Abraka	1992
11.	Imo State University Owerri,	1992
12.	Adekunle Ajasin University, Akungba	1999
13.	Kogi State University Anyigba	1999
14.	Odumegwu Ojukwu University, Uli	2000
15.	Ebonyi State University, Abakaliki	2000
16.	Kano Univ. of Sci. & Technology, Wudil	2000
17.	Niger Delta University, Yenagoa	2000
18.	Adamawa State University, Mubi	2002
19.	Nasarawa State University, Keffi	2002
20.	Cross River State Univ. of Sci.& Tech., Calabar	2004
21.	Gombe State University, Gombe	2004
22.	Kaduna State University Kaduna, Kaduna	2004
23.	Ibrahim B. Babangida University, Lapai	2005
24.	Plateau State University, Bokkos	2005
25.	Tai Solarin University of Education, Ijebu Ode	2005
26.	Yobe State University, Damaturu	2006
27.	Kebbi State University, Kebbi	2006
28.	Umar Musa Yar' Adua University, Katsina	2006
29.	Osun State University Oshogbo, Oshogbo	2006
30.	Ondo State University of Sci. & Tech. Okitipupa	2008
31.	Taraba State University, Jalingo	2008
32.	Kwara State University, Ilorin	2009
33.	Sokoto State University, Sokoto	2009
34.	Akwa Ibom State Univ. of Tech., Uyo	2010

35.	Ignatius Ajuru Univ. of Education, Rumuolumeni,	2010
36.	Bauchi State University, Gadau	2011
37.	Northwest University Kano,	2012
38.	Oyo State Technical University, Ibadan	2012
39.	Sule Lamido University, Kafin Hausa, Jigawa State	2013
40.	Ondo State University of Med. Science, Ondo	2015
41.	Edo University Iyamo, Iyamo, Edo	2016
42.	Eastern Palm University, Ogboko, Imo State	2016
43.	University of Africa, Toru Orua, Bayelsa State	2016
44.	Borno State University, Maiduguri	2016

Private Universities

Despite the decay, unemployment and the financial crunch faced by the already existing 37 universities, the government of Abdusallam Abubakar went ahead in 1999 and declared government approval for the establishment of private universities.

Many parents and guardians have witnessed with great dismay at the crisis that had engulfed the three levels of education since the intervention of the military. The constant strike actions by primary and secondary school teachers in virtually all the states of the Federation had rendered the school system impotent. It has contributed to the falling standards and crisis of quality at the three levels of education. The rate of crime, immorality and permissiveness that characterized the school system and the entire society since the takeover of schools by the government escalated. Many individuals saw these problems and resorted to the opening of private schools at all levels of education, especially at the university level. The private schools tuitions were expensive and out of reach of many parents. However, for those who could afford it, it was answer to the ‘open and close’ syndrome that made continuous lectures impossible. A number of individuals were determined to open private universities. The continuous ‘off and on’ strikes by university lecturers, the deteriorating structures and the moral

decadence in the universities, the poor performance of graduates the threat posed by cultism and the crisis of all sorts gave room for consideration for private universities.

It was noted that some denominations were concerned about the moral laxity that had reached a crescendo amongst university undergraduates and escalation of other adolescent /teenage misbehavior. The opening of private universities was therefore a welcome idea. Many of these private universities were determined to cater for the spiritual life of the children. The ‘open and close’ syndrome would be dealt with. Moreover only those who meet the requirement would be admitted.

Winners World Special Edition on Inauguration of Covenant University (2002: 3) had this to say

In response to global demand for a needed departure from dogmatism to dynamism in the existing educational system the Christian missionary university is built on the philosophical platform to reproduce men and women who will change their generation through unparalleled ingenuity, creativity and purposeful living to develop his world, it is out to produce a total man. It is also out to develop managers and thinkers who would form baseline for the industrialization and subsequent revival of the economy of this great nation.

Thus the private universities would be centers of change. One of the Vice-Chancellors pointed out that in his university, cultism would be a thing of the past. Thus from 1999 - 2016 a total of 64 private universities had been opened. (See Table V).

TABLE V: LIST OF PRIVATE UNIVERSITIES

S/N	Institution Location	Founded
1.	Babcock University, Ilishan-Remo, Ogun State	1999
2.	Igbinedion University, Okada, Edo	1999
3.	Madonna University, Okija, Anambra	1999
4.	Bowen University, Iwo, Osun State	2001
5.	Benson Idahosa University, Benin City, Edo	2002
6.	Covenant University, Ota, Ogun State, Ogun	2002
7.	Pan-Atlantic University, Lagos, Lagos	2002
8.	American University of Nigeria, Yola, Adamawa State	2003
9.	Ajayi Crowther University Ibadan, Ibadan , Oyo State	2005
10.	Al-Hikmah University, Ilorin, Kwara State	2005
11.	Al-Qalam University, Katsina Kastina State	2005
12.	Bells University of Technology, Otta, Ogun State	2005
13.	Bingham University, New Karu, Nasarawa State	2005
14.	Caritas University, Enugu, Enugu State	2005
15.	Crawford University, Igbesa, Ogun State	2005
16.	Crescent University, Abeokuta, Ogun State	2005
17.	Kwararafa University, Wukari, Taraba State	2005
18.	Lead City University, Ibadan, Oyo Stae	2005
19.	Novena University, Ogume, Delta State	2005
20.	Redeemer's University , Mowe, Ogun State	2005
21.	Renaissance University, Enugu, Enugu State	2005
22.	University of Mkar, Mkar, Benue State	2005
23.	Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	2006
24.	Achievers University, Owo, Ondo State	2007
25.	African University of Science & Technology, Abuja, FTC	2007
26.	Caleb University, Lagos, Lagos	2007
27.	Fountain University. Oshogbo, Osun	2007
28.	Obong University, Obong Ntak, Akwa Ibom	2007
29.	Salem University, Lokoja, Kogi	2007
30.	Tansian University, Umunya, Anambra	2007
31.	Veritas University, Abuja, FTC	2007
32.	Wesley University of Science & Technology, Ondo	2007
33.	Western Delta University, Oghara, Delta	2007
34.	Afe Babalola University, Ado-Ekiti, Ekiti State	2009

35.	Godfrey Okoye University, Ugwuomu-Nike, Enugu State	2009
36.	Nile University of Nigeria, Abuja, FTC	2009
37.	Oduduwa University, Ipetumodu, Osun State	2009
38.	Paul University, Awka, Anambra State	2009
39.	Rhema University, Obeama-Asa, Rivers State	2009
40.	Wellspring University, Evbuobanosa, Edo State	2009
41.	Adeleke University, Ede, Osun State	2011
42.	Baze University, Abuja, FTC	2011
43.	Landmark University, Omu-Aran, Kwara State	2011
44.	Samuel Adegboyega University, Ogwa.	2011
45.	Elizade University, Ilara-Mokin, Ondo State	2012
46.	Evangel University, Akaeze, Abia	2012
47.	Gregory University, Uturu, Abia	2012
48.	Mcpherson University, Seriki Sotayo, Ajebo, Ogun State	2012
49.	Southwestern University, Oku Owa, Ogun State	2012
50.	Augustine University, Ilara, Lagos State	2015
51.	Chrisland University, Abeokuta, Ogun State	2015
52.	Edwin Clark University, Kaigbodo, Delta	2015
53.	Hallmark University, Ijebu-Itele, Ogun State	2015
54.	Hezekiah University, Umudi, Imo	2015
55.	Kings University, Ode-Omu, Osun State	2015
56.	Micheal & Cecilia Ibru University, Agbarha-Otor, Delta State	2015
57.	Mountain Top University, Makogi Oba, Ogun State	2015
58.	Ritman University, Ikot Ekpene, Akwa-Ibom	2015
59.	Summit University, Offa, Kwara State	2015
60.	Christopher University, Mowe, Ogun State	2015
61.	Anchor University, Ayobo, Lagos	2016
62.	Arthur Jarvis Akpabuyo University, Calabar, Cross River	2016
63.	Clifford University, Owerrinta, Abia State	2016
64.	Coal City University, Enugu	2016
65.	Crown-Hill University, Eiyenkorin, Kwara	2016

TABLE VI: SUMMARY ON LOCATION OF PRIVATE UNIVERSITIES, STATE BY STATE

S/N	Location	Summary
1.	Ogun State	10
2.	Osun State	6
3.	Edo State	4
4.	Lagos State	4
5.	Delta State	4
6.	Ondo State	4
7.	FCT	4
8.	Anambra State	3
9.	Enugu State	3
10.	Abia State	3
11.	Oyo State	2
12.	Kwara State	2
13.	Akwa Ibom State	2
14.	Adamawa State	1
15.	Kastina State	1
16.	Nasarawa State	1
17.	Benue State	1
18.	Ekiti State	1
19.	Kogi State	1
20.	Cross Rivers State	1
21.	Rivers State	1
22.	Imo State	1
23.	Taraba State	1
	Total	61

While the South favoured and pursued education at all levels with vigour, the North adopted a *laisse-faire* attitude with the result as pointed out by Arnold (1997: 105).’’ So wide was the gap that ... roughly speaking for every student in the post secondary school in the north there were six in the south’’ with existing universities, graduates were employed then into places in the civil service’’ . University degree was an instrument and criterion for employment, economic and political power. It was an instrument for upward review of social status. Uruakpan (1976: 46) found out that the South presented the highest number of candidates for university

education. Thus it provided the majority of civil servants in the civil service. He pointed out that these graduates held the most lucrative jobs. Armed with this report the Federal Government resorted to all kinds of policies in the University educational system.

Federal Character

Composition of the federation of any agencies and conduct of its affairs shall be carried out in such a manner as to reflect federal character. In a seminar, it was pointed out that federal character has implications for higher education. It was meant to create a geo-political balance in higher education. The by-product and implication of federal character is upsurge of universities. The only advantage of federal character is that the gap (imbalance) between the North and South has been bridged. Out of 26 federal universities then, the geographical North had 10 while the rest of the country had 14. However, the disadvantages out-weigh the advantages. The relationship between the North and the South is like the 'unequal yoke' that the Bible spoke about in 2Corinthians 6: 14 -16. It has destroyed the quality of education in Nigeria.

Federalisation of Universities

Taiwo (1986) noted that of great importance to educational legislation in Nigerian was the federal government Policy statement published in the Daily Times of August 21, 1972:19:

The Supreme Military Council has decided that the Federal Government should henceforth assume full responsibility for higher education throughout the country with the proviso that the status quo in respect of the existing universities should be maintained. It also decided that education, other than higher education, should become the concurrent responsibility of both the federal and state governments and be transferred to the concurrent legislative list.

By the 1971 decree, higher education was transferred to legislative list and became exclusive preserve of the Federal Government. This constitutes a political manipulation according to Adesina (1962). The struggle at the federal level by politicians or government leaders has become invariably complicated by the interjection of religious and ethnic sentiments.

National Universities Commission (NUC)

The over-centralization by the federal government has been demonstrated in the establishment of the NUC. It was set up in 1982 being part of recommendation by Ashby. It was set up as an advisory body administrative department in the Cabinet office. From 1963 - 1968, it was advisory and prepared programmes for the development of university education in Nigeria. The statutory NUC came into force by decree No.1 of 1974. It was to advise the government on the creation of new universities and other degree-awarding institutions in Nigeria. Some of the, primary objectives of the NUC include advising the government on issues of programmes, establishment of new faculties, financial needs of recurrent and capital, financial needs of university's research, it is to receive block grants from the government and allocate to universities, and act as agency channeling all external aids to the universities. Thus to cement federal character, federalization of universities and even quota admission into universities the NUC was made statutory. By this act the government has done things that impede or erode academic freedom and autonomy of Nigerian universities.

Akinkugbe (2001:3) pointed out that:

Institutional autonomy should be respected ...the strategic direction and management of individual institutions should be vested wholly in the governance and management of autonomous University, Academic freedom too should be respected and needs to be managed responsibly by individual academics and institutions.

An institution that is not capable of designing its own curricula and syllabuses and being constantly innovative about them does not deserve the title of a university. Akinkugbe further noted that a look at the acts, laws and decrees relating to the universities in the last thirty years illustrate government's effort to enforce federal character to erode university autonomy and academic freedom of universities. He further noted that epidemic of amendments to erstwhile well-intended decrees has wreaked havoc on the sanctity of academic freedom and autonomy. In many ways, the minimum standards and establishment of institutions decree of 16 of 1985 and subsequent amendment of this in 1993, further empowered the NUC and eroded university autonomy.

The Joint Admission and Matriculation Board (JAMB)

JAMB decrees are with us. The government having centralized university planning, coordination, funding and control through the NUC, the federalization of all existing universities, went a step further in the centralization of university education by introducing JAMB. Uptil 1977/78 session each university senate was responsible for conducting entrances into their universities. The Angulu National Commission of Inquiry into problems of university entrance Based on the recommendation the federal government by decree 2 of February, 1978 brought JAMB into force. Section 5 of the decree highlighted the responsibilities of the board.

- Control and conduct of examinations for admission into universities.
- Appointment of examiners, moderators, invigilators and supervisors etc
- Placement of qualified candidates in universities etc

Thus by decrees powers were invested in JAMB above university senates in matters relating to admissions. As a result of quota system in built in university admission process now institutionalized by centralization, JAMB was rejected at first by all groups in the society. This led to a match in 1979 anti-JAMB protest by university students from the educationally disadvantaged states. The decree was further amended three times. JAMB typifies one way

government eroded university autonomy and academic freedom. It has lent ways to cheatings, impersonation and all kinds of malpractice.

The government sought all kinds of ways to subdue ASUU and so resorted to decree 26 of 1988 which proscribed ASUU. Decree 36 of 1990 revoked the proscription. Again decree 24 of 1992, proscribed ASUU and forbade it from participating in trade union activities. And the National Association of Nigerian Students (NANS) decree 47 of 1989 sought to control and regulate students.

Quota System of Admission

The Federal Government introduced quota system, a compensatory education scheme. The government capitalized on what it called uneven educational development and classified states either as educationally advanced or educationally less-developed. This was reflected in the 1986 JAMB guidelines, JAMB/ADMS/66 Vol II p 2. Most states of the North, and a few ones from the South-South and only one state from South-East fall in this category. They include Bayelsa, Ebonyi, Jigawa, Zamfara, Adamawa, Bauchi, Benue, Borno, Cross River, Gombe, Jigawa, Kano, Kaduna, Katsina, Kebbi, Kogi, Kwara, Nasarawa, Niger, Plateau, Rivers, Sokoto, Taraba and Yobe. According to the government, quota was introduced for reasons of unity, political stability and even economic development in terms of manpower production. Its aim was to make higher education available to more geopolitical groups.

Despite government's reasons for introducing quota, it has not justified its introduction. Some view it as a slap on value system such as national unity, reward of hard work and other democratic principles which education system seeks to proclaim and uphold. Okoli (2003) pointed out that quota is counter-productive and dehumanizing. It has deleted merit from our educational system and promotes mediocrity and compromise of the worst sort. So government over the years has used all kinds of means to impose itself on the universities and to achieve its aim of geopolitical balancing and spatial distribution of universities. The military rule of

30 years was characterized by 8 coups and counter-coups. This was an era of decrees upon decrees; the instability that marked the period is a by-word. Education was the worst hit.

Mr. Vice Chancellor, Sir, it is clearly reflected from the above account that political rather than academic influence seemed to have played more crucial role in the distribution of universities. According to the government, to maintain national unity and integration, for such reasons as pressure from large number of persons seeking university education, demand for high level manpower, the need to restore balance and for a wider geographical spread, the Federal Government resorted to a stringent, belligerent and aggressive expansion of universities.

Projecting Into the Future

Looking at the account of the past, present and projecting the future, one would say that the present problems being experienced today date back to the nation's historical past. This was confirmed by several writers such as Achebe (2012), Obanya (2004), Alexander (2001), Nunn (2007) and Rodney (2009). The damaging effect of slave trade on our human resource at Nigeria's first contact with the outside world cannot be quantified. Vibrant and strong men and women were carried away as slaves depleting our population. When colonisation was fully in place, Nigerians willingly migrated to Europe and America. It became fashionable to send off-springs to overseas. Many talented Nigerians (Egwali, eminent footballers for example) who went never came back. Unfortunately, the military rule compounded and still compounds the issue of flight of talents. Many educated Nigerians fled the country to other countries of the world for safety and for greener pastures, especially medical doctors, nurses, town planners, lecturers and categories of scientists. It was reported that in 2000 about 175million people or 2.9% of the world's population were living outside their countries of birth compared to 100million or 1.8% of the total population that are migrating. These have fitted into European communities and are performing well. Today many Nigerian children are leaving the country because of insecurity and worse still retrogressed education at the university

level. Nigerian children go to all the nook and crannies of the world for schooling at the University level and to work. Many of us seated here have some of our children studying/working and even become citizens of those countries. Globalisation at the higher education level has compounded this issue. This has added to the challenges of manpower visa-vis curriculum, caliber of graduates, quality of teachers and quality education and the issues of funding and right leadership that have consistently reared their heads in all generations of universities, from the colonial days to date.

The autonomous universities experienced relative peace and stability for a brief time from their inception. University colleges and national universities produced men and women who impacted lives. Eminent professors eventually emerged but did not produce, for example, the much-needed medical doctors and engineers to man our refineries, build our roads, and provide steady electricity and water. The curriculum was tilted in favour of arts, liberal arts, classics, Latin and Greek to the neglect of technology. The spirit of white collar job and despisement of the dignity of labour was inculcated.

The Oil-Boom era recorded massive production of graduates especially in the area of education because of bursary awards and subsidies. The system recorded quantitative production of graduates but no concomitant quality education. By the time Universities of Technology and, Agriculture were being established, the resources had dwindled. The dilapidation and decay were glaring. Corruption, ethnic and religious sentiments took centre-stage.

The NEEDS Assessment Intervention Fund For Nigerian Public Universities

FME (2014) The main objective of this fund is to revitalize the public universities to meet both national and international standards in the area of physical infrastructure and learning resources and capacity building. It is the most comprehensive appraisal of the needs of public universities in Nigeria. Despite government's efforts to silence ASUU, the union did not give up. Its perseverance and doggedness have yielded dividend in the NEEDS Assessment Fund

that was set up as a result of the call by ASUU which led to the Federal government/ ASUU Agreement of 2009. The Committee looked at physical structures and the learning resources . A summary of their highlight

- All physical facilities that is, lecture halls, workshops, laboratories, staff offices etc do not meet international standards
- Classrooms are inadequate and have no facilities, as is the practice in many countries
- Non availability of e-library, no presence of ICT facilities

The committee pointed out in relation to learning facilities and utilities that

The existing learning resources in our country universities are grossly inadequate for effective teaching and learning. Our learning resources cannot provide graduates that will meet the professional needs in the current level of technology in most fields. The available resources do not match the population of students, which is on steady increase. (pp. 321-322)

It is heart-warming that the universities received some substantial amounts, including our own university. The evidence is glaring University of Port Harcourt, now wears a new look and has a new lease of life.

Tertiary Education Trust Fund (TETFUND)

The government initiated this fund in 1993. It is given to Universities for the training of staff to enable more academic staff get their terminal degrees. About 1.9 billion Naira was reportedly released to each of the 40 federal universities (www.premimtimesng.com/2241111nigeriangovtapproves)

By the year 2000 employers began to complain about the quality of graduates produced by the Nigerian universities and to point out the

fact that graduates were “half-baked” (Dabaleni, Oni and Adekola, 2000: 3) pointed out that

employers complain that graduates are poorly prepared for work they believe that academic standards have fallen considerably over the past decade and that university degree is no longer a guarantee of communication skills or technical competence. As a result university graduates are commonly half-baked.

They were “half-baked” then, today they are “not baked at all” (Okoli, 2016). The companies then quickly grabbed the first class students, even if in fields different from their areas of specialization, but train them to taste. So most first class graduates no longer come in for post-graduate programmes. They rather, most often, go to secure employment and greener pastures in the face of terrible unemployment challenges. Most second class lower group that now comes in for post-graduate (PG) studies are not really PG stuff. They are not even prepared to study and to do research. Many lecturers today, in line with the general trend in our country, are out to make money by all means, to the negligence of their teaching and research responsibilities. Nwaokugha, Nyewusira and Nyewusira (2013) noted that the involvement and participation in corrupt practices by the educated class in Nigeria is an issue of great concern and so unprecedented decay is being perpetuated.

The government introduced proliferation, with its attendant retrogressive effects, by indiscriminately opening new universities. According to Okoli (2003) there were six universities by 1970 and 52 by the year 2000. With about 160 universities today, she further noted that despite this proliferation, the problems solved by education in other countries still plague Nigerians.

Some writers commented on the depth of the decay and the breakdown of law and order and the reaction of some segments of the society.

Akinkugbe (2001: 3) for example, highlighted

Falling and fallen-standards-declining morale; flight of talents, poor libraries, ill-equipped laboratories, degrees in science without practical work; the open and shut campus syndrome, the scepter of cultism, explosion of student enrolment and a self-triggering implosion of value system.

Some who could, flee the country; university undergraduates resort to cultism. Nigeria lost sense of value. These ills have become part and parcel of the university system today.

Obanya (2004:4) noted that by

Whatever indicators we use, be they macro-economic or social variables, the situation has been one of significant and sometimes precipitous retrogression.

As a continent, we are worse off today than we were ten years ago in virtually all aspects of socio-economic development out-put and income growth, capital formation, export and import growth. Our balance-of-payments deficits have accelerated while inflations and debt and debt servicing obligations have escalated.

Debt rather than capital accumulation, has become the order of the day in many African countries, including Nigeria.

Ajibola (2003:11) commenting on the leadership problem, said that

The leadership is responsible for the woes which have befallen the nation through corrupt practices and mismanagement. Our mineral resources are very huge, we have oil, gas and a lot of mineral resources such as bitumen, lime, gold, phosphate, bauxite.

This was the depth of the decay in the universities. Despite these problems universities were experiencing, approval was being given for more to be established.

Most Private Universities had well-articulated visions and aspirations. They are to contribute to national development through high level manpower training; forge and promote national unity and promote national and international understanding and interaction. In other words they are supposed to embark on teaching, research and development programmes and maintain minimum education standards. They are to acquire both physical and intellectual skills that will make them self-reliant. All lecturers should undergo training in methods, techniques and training. Thus private universities are geared towards grooming the total man, prevent frequent strike actions, maintain cult-free campuses, and evolve good admission control system; build appropriate foundation through training of students for technology and economic buoyancy in the nation. Okoli (2006) noted however, that although many have commendable infrastructures, they lack quality teachers. It was noted in their accreditation report that many of the private universities do not have senior academic cadre. The report pointed out that their lecturers are of low rank, lecturers I and below. In one of the reports out of 22 academic staff that interacted with the panel, only one was a Professor, 5 were Senior Lecturers, 11 were Lecturer II; 1 Graduate Assistant, 3 Directors and 1 Co-coordinator. (Okoli, 2006).

Looking at the future, the major challenges involving policy review, leadership, enrollment and technology need to be tackled. Educational policies should be reviewed from time to time. A situation whereby the same unproductive policies are handed down from one government to another is counter-productive. Nigerian education should be able to produce leadership that is not tied to the aprons of tribe and corruption. Nigeria needs able detribalized leaders who will use the opportunity to evenly distribute amenities. Nigeria needs leaders who should use their offices beyond federal

environment to see that teachers are well motivated for effective performance.

The problem of enrollment is so enormous. Despite the 345,829 enrolment figure as at 2000 with fifty two universities, it could be seen that out of 40 years of Nigeria experience, only 11% of applicants have been admitted into the universities on continuous basis. In 2010, 7,500,000 knocked at JAMB’s door for admission (Kiridi, 2006) Compared with the most recent figures of 1,099,124 candidates who applied to all Federal Universities, 434,959 to all State Universities, and 9,656 in all private Universities, in 2016/2017 session; a total of 1,548,739 (www.jamb.gov.ng/Statistics.aspx), the challenge is obvious.

Question of technology is very serious in Nigeria. This is the era of globalisation. It is a knowledge-driven era. Universities in the 21st Century are supposed to rub on society and individuals, scientific and technological advancement. The poor infrastructural conditions run short of ideal academic environment. Financial limitations lead to lack of resource and intelligent stimulations. The 21st Century robust economy and the 2020 vision become a mirage if government fails to plough in funds into education.

Inadequate Funding

Nigeria is nowhere close to the UNESCO benchmark of 26% in resource allocation compared with her neighbours See (Table VII)

Table VII: Revenue Allocation to Education by Nigeria’s West African Neighbours

S/N	Country	% of Revenue ploughed in
1.	Cote d’Ivoire	31.0
2.	Ghana	31.0
3.	Uganda	27.0
4.	South Africa	25.6
5.	Kenya	23.0
6.	Botswana	19.0
7.	Lesotho	17.0
8.	Burkina Faso	16.0
9.	Nigeria	8.4

Source: - The Report Nigeria 2012

Thus, that the government starves universities of funds is clearly seen from the above Table.

Mr. Vice Chancellor, Sir, it has been pointed out in this lecture, the direction to follow for the future but there is one nagging fear, and that is about insurgency, terrorism and insecurity. Some of those who are supposed to have been groomed in character and learning become cultists, kidnappers, armed robbers, etc. The worst are those who resist western education and resort to killings, destruction of lives and property, abduction of female students from schools to marry them out, and suicide bombers. They constitute serious threat to our very existence. Education cannot thrive in an unstable environment, it cannot thrive in the absence of peace. With this situation the future really looks critical because there will be no sustainable progress with Fulani cattle rearers, for example threatening to overrun our country and Boko Haram abducting girls out of school and lecturers being kidnapped in our locality.

Conclusion

It could be seen that the problems being experienced in the university education today date back to the colonial period. A solid foundation of science and technology that would have produced entrepreneurs, strong workforce that respects the dignity of labour eludes us. The reality of the present is that the reading culture has grossly retrogressed in our institutions. The unrestrained pursuit of wealth has robbed the universities of the sustained pursuit of effective teaching, research and productivity. The preoccupation of the government to restore geopolitical spread of universities myopic, counter reproductive and has triggered worse problems that with about 160 universities to date the common problems illiteracy, poverty, ethnicity, corruption, kidnappings, cultism etc. solved by education in other countries are still plaguing Nigerians. The future is bleak, with inadequate funding, the weak scientific and technological foundation that is yet to be strengthened. Our education has grown by leaps and bounds quantitatively over the years but not qualitatively. Qualitative issues have remained unsolved. Indeed Nigerian universities are not really equipped for

competition at the global level. They cannot meet international standards. The worst aspect is the present insecurity, the threat by Boko Haram abducting students, suicide bombers destroying lives and property; the threat by the Fulani Cattle rearers seeking to overrun the whole country are nagging challenges that are calling for urgent attention.

Recommendations

In the light of the situation in our universities, the following recommendations are here made:

1. A very strong arrangement should be put in place to restore the culture of reading that universities are noted for.
2. Adequate provisions of funds, equipment and materials should be made for education by government for sustained teaching, research and production.
3. Staff development programmes should be intensified to reach every eligible staff without discrimination (possibly overseas) to train researchers who would build a strong foundation in science and technology.
4. Universities should train leaders for governance; those contesting political offices should have a minimum of university degree.
5. The situation calls for review of admissions policies and other policies where only merit will count. Quota in admissions should be discarded in its entirety.
6. Appointments and elections into Administrative and Management positions (Leadership) should as much as possible be devoid of ethnic, religious and counter-productive considerations, whether at the institutional or government levels.

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**CITATION ON
PROFESSOR NKECHI JESSIE OKOLI**
B.Ed., M.Ed. (Ife), Ph.D (UPH)



Mr. Vice-Chancellor Sir, I feel privileged to be asked to read the citation on the 8th female Professor in the Faculty of Education, the first female and second Lecturer to deliver an Inaugural Lecture in the Department of Educational Foundations, University of Port Harcourt.

The lecturer is no other person than the indefatigable and amiable Professor Nkechi Jessie Okoli, born at Oguta, in Imo State on October 2, 1947, to the family of Mr. Gabriel Odinakachukwu Ugochukwu and Mrs. Rhoda Nwazalaku Ugochukwu. Prof. Nkechi Okoli's father was a builder employed by the United African Company (U.A.C.) at Oguta. Later, he became a produce-buying and selling agent to the UAC. Our lecturer, is the 8th and last child in a family of eight children, three boys and five girls. Prof. Nkechi Okoli's parents were not affluent but were Christians to the core and a couple who had integrity and feared God. They were lay Readers and leaders in the then Church Missionary Society (CMS) now Anglican Communion, whose exemplary lives were beyond

reproach. They inculcated into Nkechi and the rest of the family, godly fear, integrity and contentment with whatever one had.

Educational Pursuits/Experience

Nkechi's educational career started in 1955 at Saint Mary's, C.M.S. Primary School, Oguta. She attended Anglican Girls Secondary School, Oba, near Onitsha where she obtained her West African school Certificate in 1971 having been affected by the Biafra-Nigeria civil war. Nkechi worked in the State Schools Management Board as a Primary School teacher before she gained admission to Great Ife University, Ile-Ife in September, 1974/75 Session. Her admission into the University was remarkable because among her peers, friends and siblings she was the only one whose letter of admission was delivered by post to the house. Many wondered and asked her how she managed; her response was that it was the act of Jesus. Nkechi graduated with B. A. Education in 1978. Nkechi was admitted for M.Ed programme in 1979 which she completed in 1981. She started her post-university career in the University of Port Harcourt in November 2, 1981. She worked in various units of the University Administration and rose to the rank of Deputy Registrar in 2003. She bagged a PhD in History of Education in 2003. In 2004, Nkechi transferred her services to teaching in the Department of Educational Foundations and by the grace of God and by dint of hard work rose to the rank of Professorship in 2015.

Career and Professional Experience

Administrative Officer, University of Port Harcourt	1981
Faculty Officer, University of Port Harcourt	1981-1983
Principal Assistant Registrar, University of Port Harcourt	1993-2003
Deputy Registrar, University of Port Harcourt,	2003-2004
Deputy Registrar, University Information and Communication Technology Centre	2003-2004
Participant, Decision Makers' Workshop Management, University of Port Harcourt.	May 2004
Resource Person, Administrators' Workshop, Human Resources Centre	June, 2004

Lecturer II, Educational Foundations, Faculty of Education, University of P.H.	2004-2007
Lecturer I, Educational Foundations, Faculty of Education, University of P.H.	2007-2009
Senior Lecturer, Educational Foundations, Faculty of Education, University of P.H.	2009 -2012
Associate Professor, Educational Foundations, Faculty of Education Univ. of PH	2012 -2015
Professor of History of Education	2015- Date

A. Publications:

Nkechi Okoli has written *two BOOKS and Fifty-one (51) Journal articles published internationally and locally and Chapters in Books*

B. Research In Progress:

- A book on Globalisation and Education In the 21st Century in Sub-Saharan Africa
- Team Work on The Performance of Students with high Scores admitted Into the University Through JAMB
- Team Work on Educating A New Generation for globalised World through Effective Teacher Education

C. Professional Experience: Lecturer, Dept. of Educational Foundations (Arts)

Project Supervision: - She supervised Undergraduate (B.Ed.) Post graduate (M.Ed.) & Ph.D. Prof. (Mrs) Okoli supervised about three hundred undergraduates, twenty M.Ed. students and supervised and co-supervised over ten PhD Projects

Administrative Experience:

- Acting Head of Department
- Coordinator, Departmental Post Graduate Seminar
- Coordinator, Departmental Community Service
- Chairperson Departmental Accreditation Committee
- Member, Faculty of Education Curriculum Review Committee
- Member University Senate
- Chairman Local Organising Committee of Faculty of Education

First Conference

- Member Committee on Auditing of University Demonstration Primary School (UDPS)
- Member, Chart Verification Committee' Department of Adult & Non-Formal Education.
- Member, Assessment Team of School of Graduate Studies Ph.D Seminar Assessment.

Awards and Honours Received

- Fellow (FHESN) and Member of Executive, History of Education Society of Nigeria
- Award of Honour at the Celebration of 40 Years of University of Port Harcourt by the Faculty.
- Best motherly Lecturer, Award of Excellence by National Association of Foundation Students.
- Life Membership Award by National Association of Foundation students.

Membership of Professional Bodies:

- History of Education Society, Nigeria;
- International Standing Conference on History of Education (ISCHE);
- International Association for Gender Equity (IAFGE);
- International Society for Teacher Education (ISFTE).
- Teacher Registration Council of Nigeria. (MTRCN)

Professor (Mrs) Nkechi Okoli is a devout Christian. She served for several years in the Chapel's Management Council of Our Saviours Chapel, University of Port Harcourt.

She is joyfully married to Professor Bosa Ebenezer Okoli. They are blessed with five children and six grand-children.

Vice-chancellor sir, distinguished ladies and gentlemen, may I formally present to you the 138th Inaugural Lecturer, an excellent Academic and Administrator, outstanding mentor, a sound Educationist, Trainer of trainers, the Best Motherly Lecturer, Professor (Mrs) Nkechi Jessie Okoli.

Thank you.

Professor Ebi R. Amakoromo
Orator