

**RIVERS STATE UNIVERSITY
PORT HARCOURT**



**REALITY AND IDEALNESS OF
UNIVERSITY EDUCATION IN NIGERIA**

AN INAUGURAL LECTURE

BY

**PROFESSOR
ERIC CHIKWERU AMADI**

*B.A.Ed. (Uniport, Nigeria), B.Ed.Hons. (Unical, Nigeria), M.Ed. & PhD.
(Uniport, Nigeria), FCAI, MNIM, MNAEAP, DSSRS, JP.*

Professor of Educational Management & Planning

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DEDICATION

This Inaugural Lecture is dedicated to JOESAC Family

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PROTOCOL

The Vice-Chancellor and Chairman of this occasion
Deputy Vice-Chancellors [Admin and Academic]
The Registrar and Secretary to Council and Senate
The University Librarian
The University Ag. Bursar
Emeritus Professors and former Vice-Chancellors
Former Deputy Vice-Chancellors
Former Registrars
Provost, College of Medical Sciences
Heads of Various Campuses of the University
Dean of the Postgraduate School
Deans of Faculties and Directors of Institutes and Centres
Heads of Departments and Units
Distinguished Professors and Members of Senate
Academic, Administrative and Technical Staff
Graduate and Undergraduate Students
Your Royal Majesties and Highnesses
Members of the Fourth Estate of Realm
All Invited Dignitaries
Distinguished Ladies and Gentlemen.

REALITY AND IDEALNESS OF UNIVERSITY EDUCATION IN NIGERIA

1.0 Preamble

My interest in becoming a lecturer started way back during the Nigerian Civil War in Lagos when my uncle in the Nigerian Army took me to a graduation ceremony at Yaba Higher College. I saw lecturers walking, in different colours, one step today, and another step, tomorrow (as it seemed to me then). So, I asked my uncle if those were angels. They seemed like some super humans on earth. He said they were lecturers at the top of the teaching profession and the most respected in the society. "Uncle," I said, "I will like to be like them". Soon after the war, we returned to Rukpokwu, my hometown. I resumed my primary school, interrupted by the civil war. In 1972, Dr Obi Wali signed my First School Leaving Certificate. Another break occurred as I worked as a Tallies man in Costain West Africa at Epe. I also worked as a Clearing and Forwarding agent with Rowlandson International, Apapa Warf. But there was still that urge to get to the academic top of the academic ladder. I saw the top empty and yearning for people to occupy it while the bottom was congested, and willing to let out those unwilling to stay.

There are many firsts in my career path: first Professor in Rukpokwu, first Professor in Educational Management in the

newly carved-out Department of Educational Management, from the Department of Educational Foundations, Rivers State University, and first inaugural lecturer in the Department of Educational Management. This inaugural lecture has been long overdue having lost the opportunity when Prof. I.K.E. Ekweozor scheduled me in 2018, but it is better late than never. It is for this reason that many persons expect me to present my contributions to knowledge having risen to the rank of a Professor. The tradition of inaugural lecture is a debt a Professor owes to his or her colleagues in the academic society, an account of his or her academic stewardship.

1.1 Introduction

Vice-Chancellor, Sir, today's 97th inaugural lecture is intended to show the reality and the idealness nature of our university systems. The topic: “reality and idealness of university education in Nigeria” will focus on the interplay of reality and idealness. It is important as Nigeria is striving for excellence in the academic world to look at the delicate relationship between reality and idealness in our university systems.

2.0 Conceptual Clarification

The concern of this lecture is reality and idealness. We want to see the state of things as they actually exist in our university

systems. Are our universities consummate, flawless and exemplary centres of learning? This question challenges us to view a future where our universities are actually centres of research, intellectual discourse and innovation. Idealness will want us to look at the quality or state of being of our university systems as they should be. We are confined to look at the nature of university education in Nigeria from four main concerns: university autonomy and academic freedom, management systems, ranking and vice-chancellorship stability index.

Nigeria has had a distinguished university system since 1948, when the University College Ibadan was founded. Back at that time, Nigerian university systems have been essential in determining the direction of education in our country. It is important if we take a crucial look at the levels our university system embody semblance of balance between reality and idealness. We need to acknowledge the problems and issues that are visible in the framework of our educational system. In doing that, we need to face the issue of lack of academic freedom and university autonomy, in addition to the general inadequate infrastructures, resources that are always limited; funding that is always lacking too, and adaptability to the digital world. And so, reality prompts us to face these challenges head-on, while seeking for practical ways of improving the educational quality and institutional research outputs, (Amadi, 2015). When we

ensure that students have access to basic facilities and tools that encourage good learning, we would have achieved their immediate needs.

To aspire to achieve the heights of academic excellence, we need more. Equally, important is idealness. Idealness draws in us the spirit of aiming for excellence in academic, grooming the best minds and encouraging a culture of university intellectuals. Idealness therefore encourages the creation of an environment of critical thinking, making assumptions and exploring new knowledge frontiers. It brings the necessary balance, and this balance is delicate. A combination of reality and realness are necessarily required for growth and development of our university system. Complacency, accepting the status-quo and failing to strive for progress and improvement, can only happen when there is reality without idealness, (Amadi, 2007).

Three fundamental tenets are upheld by universities across the globe:

- (a) the freedom to follow the path that leads to the truth and to seek knowledge for its own sake;
- (b) the acceptance of different viewpoints and the absence of political meddling; and

- © social institutions have a duty to advance human dignity and solidarity, freedom and justice, and mutual, material, and moral assistance on a global scale through research and teaching, (Magna Charta Universitatum, 2020).

3.0 Establishment of Universities in Nigeria

Vice-Chancellor Sir the National Universities Commission was founded by the government in 1962 with the following goals in mind, believing that the Nigerian university sector was significant and sufficiently large, and in accordance with the Ashby Commission's recommendations; to:

- a. examine and predict universities' funding requirements every year and every five years;
- b. divide the money that the federal government makes accessible;
- c. oversee the university's numerous development initiatives; and
- d. make sure that, to the greatest extent possible, the nation's workforce needs and university objectives are mutually exclusive, without violating the basic autonomy of the Universities in academic matters.

Nevertheless, when the National Universities Commission (NUC) was first established, it had eleven members. Of them,

only the secretary and two others came from any of the five universities that existed at the time. The majority of university professors were concerned that NUC's composition would make it difficult for the university to work with the federal government, in addition to making it impossible for them to solve their concerns. While the majority of academics believed that the NUC was just another government's tool for observing and regulating their actions, some observers thought that the NUC was in place to improve the university system, (Olayinka, 2022).

As a University College in 1948 and till 1959, Nigerian University College instructors' pay has not been increased. Teaching had become so unappealing that not even its finest goods could draw students to it. In 1973, the Association of University Teachers (AUT) made a number of demands to the Gowon administration in an effort to improve working conditions and revitalize the university system in Nigeria in the wake of the civil war. Recall that the academics in Nigeria had already made requests along such lines. The University of Lagos' Association of University Teachers (AUT) had previously proposed a new pay scale, which had been almost entirely accepted before being abandoned when the administration was unable to secure funding from the government to put the new pay scale into effect, (Amadi &

Agava, 2010).

When a nationwide strike made it easier to adopt better working conditions for teachers in 1964, the NUC lasted for two years. However, the Yakubu Gowon government "asked all the university staff to vacate their university accommodation unless they were prepared to apologize to the Government and withdraw their threat of strike action" in 1973, in response to the move by the university teachers. The instructors were forced to quit and return to work right away.



*Plate 1: A semblance of students roaming around
due to AUT strike*

Regrettably, Gowon's high-handedness is still felt today since a number of senior professors have left in an effort to escape similar humiliation in the future after learning how vulnerable

they were. The relationships between university professors and succeeding administrations have not been amicable since the regrettable Gowon's era incident, which was compounded by hollow promises made by both the subsequent military and the civilian regimes.

The phenomenon of brain drain from Nigerian universities to other sectors of the country and outside schools has persisted unabatedly, depriving the nation of the high calibre academic talents required for the development of highly skilled labour. But military spending surged to unimaginable heights while grants for higher education often decreased, (Amadi, 2013). In contrast, over the past 55 years, university education in Nigeria has grown at the quickest rate of any sector.

Vice-Chancellor Sir the reality is that universities are no longer thought of as ivory towers in terms of the calibre of their student body or the grade of their facilities. There are now evident breaches in the ivory towers, both in the physical architecture of the universities and in the psyche of the populace. It appears that the university is becoming a marketplace for the exchange of products and services as well as, more crucially, as a method of surviving financially. (Hudu, 1997; Amadi, 2015).

4.0 Historical Trajectory

One of the recommendations made by the Ashby Commission,

which was established on the eve of Nigeria's independence in 1959 to investigate the requirements for the establishment of an effective and efficient educational system, was that all Nigerian universities adopt a national outlook. Additionally or yet, it suggested that a National Universities Commission (NUC) be established to have unchallenged authority over the management of the universities, especially, with regard to finances, personnel, and curricula.

The report of Ashley Commission gave impetus to the establishment of more universities in the independent Nigeria. The Eastern region in 1960 was the first to adopt these recommendations by establishing the University of Nigeria, Nsukka, (UNN) in 1960. Other areas quickly adopted this pattern, ObafemiAwolowo University, Ile-Ife (previously the University of Ile Ife) in the West in 1961 andAhmadu Bello University, Zaria, in the North in 1962. Afterwards, the University of Lagos was founded that same year. Ibadan's University College evolved into a recognized university. Due to these, Lagos and Ibadan became Nigeria's first Federal Universities, with the remaining universities being regional in nature. Nigeria thus had five Universities within two years of existence as an independent nation. These five Universities have been classified as the first generation Universities.

Amadi (2004) and Oko-Otu (2018) have noted that the number

was intended to grow subsequently under the democratic dispensation, but for the abrupt intervention of the military in the political affairs of the nation in 1966. However, between 1975 and 1979, seven new Universities emerged. Among them were the following: the University of Calabar, Calabar (1975); the University of Ilorin, Ilorin (1976); Bayero University, Kano (1977); the University of Maiduguri, Maiduguri (1977); and the University of Port Harcourt, Port Harcourt (1977). These universities belonged to the second generation universities. Decree 46 of 1977, which allowed the Federal Government to assume control of all universities in Nigeria, made them Federal Universities.

Another wave of expansion occurred in the sector as a result of the 1979 constitutional amendments that moved university education from the exclusive list to the concurrent list. These reforms gave state governments the freedom to establish state-owned universities. Thus, Rivers State University of Science and Technology, Port Harcourt; Bendel State University, Ekpoma; Anambra State University of Technology, Enugu; Imo State University, Etiti; Ogun State University, Ago-Iwoye; Ondo State University, Ado-Ekiti; Uyo; and Lagos State University, Ijanikan were established during the period of 1979 to 1983. Between 1981 and 1985, seven more Federal Universities of Technology were established. These were the

Federal Universities of Technology, Makurdi (1981); Owerri (1981); Yola (1982); Akure (1982); Abeokuta (1982); Bauchi (1982); Minna (1983). These universities belonged to the third generation universities. At least one state university is currently located in each of the 36 federation's states, and some of them also have federal institutions.

In 1982, the Nigerian government introduced the Education Decree 9 which allowed for the establishment of private universities, (Amadi&Urho, 2016). But it was not until the 1999 that the first private university was founded, following the establishment of Igbinedion University, several other private universities have been established in quick succession bringing the number to 258 (private universities) in Nigeria currently as there are 52 Federal universities, and 63 State universities in Nigeria. It means that Nigeria has 373 universities as at January, 2024.

Figure 1 below shows us the geographical spread in 2022. Now, figure 2 shows us a graphical expansion in 2024. Undoubtedly, the number has increased from 111 to 373.

See however, the geographical distribution in Figure 1 as at 2022 data.

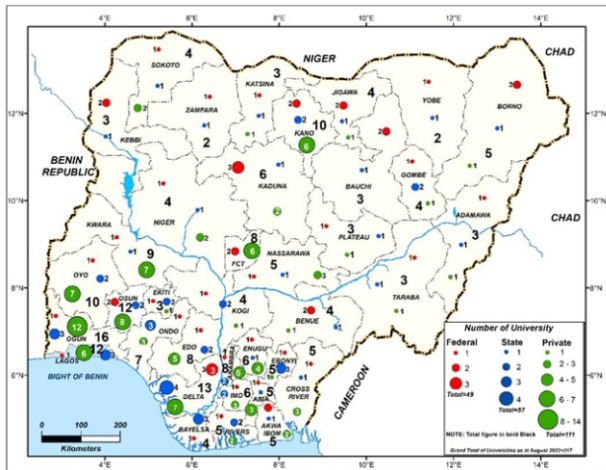


Figure 1: Geographical distribution of the universities in Nigeria as at August 2022 (Source of data: <https://www.nuc.edu.ng> downloaded 27th August 2022). Adopted from Olayinka, 2022.

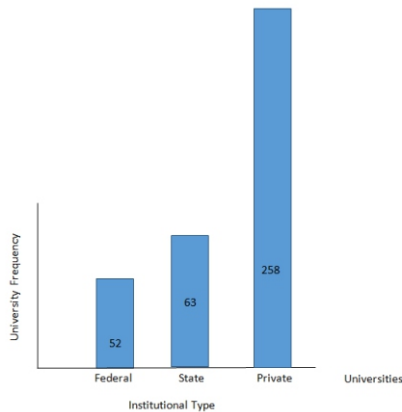


Figure 2. Graphical Representation of University Category in Nigeria as at January, 2024

5.0 The Aims of Tertiary Education in Nigeria

A country is only as advanced as its educational system and since education is a major factor in development, there is a complex relationship between the two. According to the National Policy on Education (2013), the objectives of higher education in Nigeria are to:

- a. help in the growth of the country by providing highly qualified manpower trainings;
- b. cultivate and instill the right ideals to ensure people's survival as well as that of society.;
- c. enhance people's intellectual capacity to comprehend and value their internal and external settings;
- d. gain intellectual and physical abilities that will allow them to contribute to society and be self-relevant;
- e. encourage and support community service and scholarship;
- f. create and maintain national unity, and advance both international and national unity, and
- g. foster communication and understanding at the national and international levels.

Vice-Chancellor Sir, it is noteworthy to mention that these goals are pursued through teaching, research and development, generation and dissemination of knowledge, and not fund generation. A variety of programmes to access these training funds have been provided through the Industrial Training Fund

(ITF); Students' Industrial Work Experience Scheme (SIWES); and Tertiary Education Trust Fund. Yet, the avenues suffocated the universities further. Let us look at the reality.

6.0 Reality: Suffocation of Nigerian Universities

Gowon's administration through Decree No.1 of 1974, upgraded the National Universities Commission (NUC) from a mere advisory body to a statutory body. Before then, Act No. 16 of 1965, among other things, empowered NUC to lay down the Minimum Academic Standard (MAS) and accredit academic programmes for Nigerian Universities, (Amadi & Okparaka, 2017).

In fast forwarding, the term Benchmark Minimum Academic Standards (BMAS) has been replaced with Core Curriculum and Minimum Academic Standards (CCMAS) in accordance with current international practice. This was in line with recent worldwide trends, since the curriculum is designed to support blended learning and give the necessary groundwork for lifetime learning while deliberately producing graduates who are prepared for the future. It is anticipated that the CCMAS will produce graduates who are exceptionally proficient in their fields and professions, as well as foster disciplinary interdependencies and profound thinkers and problem solvers. The content of the new CCMAS was appropriate to Nigeria's

sociocultural setting and at par with similar curriculum found in the top university systems worldwide. All Nigerian universities are required to offer at least 70% of the basic curriculum; moreover, the curriculum can be "customized and 'made particular' to the institutions by adding 30% of courses to reflect their uniqueness of mission and contextual peculiarities." It emphasizes the development of 21st-century skills, entrepreneurship, and practical knowledge and abilities over theoretical ones. One wonders however, what Act or Decree allowed the Nigerian Universities Commission to expand the Core Curriculum Minimum Standard (CCMAS), which was introduced in November (2022) and implemented in October 2023. This exacerbated the already-existing issues with the Federal Government of Nigeria (FGN) and the Academic Staff Union of Universities (ASUU) and sparked protests against its adoption and execution at institutions.

Beside, the Federal Government of Nigeria (FGN) and Academic Staff of Universities Union (ASUU) face-off was suffocating enough to ground any system. The Integrated Payroll and Personal Information System (IPPIS) which the Federal Government adopted over the last 10 years to flush out ghost workers have indeed achieved the opposite. The truth is, those who were immensely corrupt are the same people at the centre of IPPIS operation, a case of a thief hired to guard a

property, (Amadi, 2023). It is therefore not surprising that the President of Nigeria, BolaTinubu has removed Universities, Polytechnics and Colleges of Education and other tertiary institutions from the Integrated Personnel Payroll Information System payment platform. It took this long for the Federal Government to realize that universities are governed by laws. Those laws gave universities autonomy in certain respects especially in the management of finances. IPPIS eroded the autonomy granted universities all the time it was there.

6.1 Bogus Policy and Speculative Ideology

Vice-Chancellor Sir the Universities (Miscellaneous Provisions) (Amendment) Act 2003, also known as the Universities Autonomy Act No. 1, 2007, was enacted by the National Assembly and signed into law on July 10, 2003. It was subsequently gazetted by the Federal Republic of Nigeria Official Gazette No. 10, Volume 94 of January 12, 2007, as an Act No. 1 of 2000, and it gave each university's governing council the authority to manage personnel and payroll system issues. As bogus as this is, it can be described as policy inconsistency, miss-match and lack of any articulated ideology. This has continued to underpin Nigerian education system and ultimately suffocate national development and growth, (Amadi, 2022).

7.0 Funding of University Education in Nigeria

There are first, second, and third streams in the primary financing of a university. The majority of the first stream's revenue come from the business owner and its subsidiaries, including people, overhead, capital project, and TETFund special intervention grants. The third stream comprises income from gifts and contributions, investment income, endowments, grants, consulting services, etc., whereas the second stream comprises student fees and levies (undergraduates, postgraduates, and distance learning), as in figure 3 below.

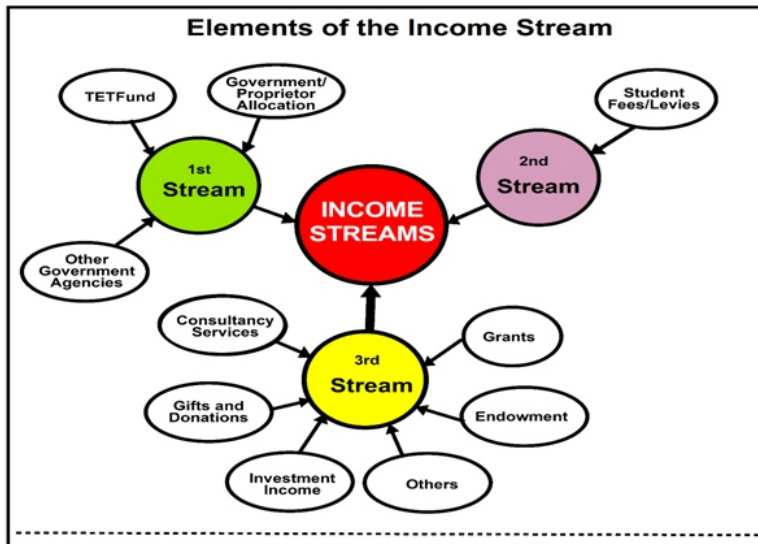


Figure 3: Elements of the income stream, (Adapted from Bamiro, 2018)

Because universities are not profit establishments, they are not businesses. However, they are businesses that depend on sufficient funding to exist, prosper, and perform well in fulfilling their primary missions of research, training, and teaching. Thus, for a university's funding to be at par, the best possible combination of funds from the first, second and third streams is needed (Figure 3). An internationally renowned institution ought to draw in students from other countries, which are typically willing to pay higher tuition than domestic students (Olayinka, 2022). What is the status of funding in the Nigerian system?

In addition to preventing a drop in educational standards, a university education should draw the brightest minds in order to improve its calibre, effectiveness, justification, and production. The Hussey Commission suggested in 1930 that higher education in Nigeria should produce teachers for higher education as well as highly skilled helpers in the fields of medicine, engineering, and other professions. This is possible with required funding in place to retain the highly skilled helpers on duty.

The British colonial authorities had to provide inducements to recruit staff in 1948 and 1949 due to staffing shortages at University College, Ibadan. These inducements included

furnished and subsidized housing on campus, three months of paid vacation, an attractive pension plan which included a federal superannuating system for universities, a car allowance and advance, and transportation (on annual leave and termination of employment) for the staff, their spouse, and up to five children (Fafunwa, 1974; Amadi & Williams, 2022). Thus, the welfare of university teachers was established by the British colonial authority. The working conditions were discriminatory though, as the foreign employees received significantly higher wages than their Nigerian counterparts. Equal compensation for equal effort was not, however, a policy at that time. Due in part to the first public protest for improved working conditions in the Nigerian University System in Ibadan in 1951, the number of foreign students in universities increased significantly. The salaries paid to Africans were revised as a result of this protest. The disparity in pay between the African Staff and their European counterparts eventually disappeared as the African Staff's working conditions improved (Amadi, 2008). However, the financial problems had already begun.

8.0 Decline Journey

It is important to highlight that the state of Nigerian institutions serve as an example of the futile attempts at decolonization. Let us acknowledge the extent to which academic salaries in

Nigeria have steadily declined over time. The Federal Republic of Nigeria's Prime Minister received a salary of only eight hundred pounds (£800) at the time of independence in October 1960. This was less than that of the future Vice-Chancellor of University College, Ibadan, who was paid more than the Commander and General of the Nigerian Army. The Army Major General and Commissioner received £3,580; the Principal of University College, Ibadan, received £3,750, and the Prime Minister received £4,500 as his personal salary. University personnel held comparatively elevated positions in relation to their counterparts in other state civil service offices before the military interruption.

9.0 The Military Rule of Gowon in 1966 to 1975

Growing disparities resulted from the military's intervention in Nigerian politics in 1966 as positive bias existed in the compensation reviews, favouring the military. The university professor's annual income now remained at £3,000, but it was still more than that of a Federal Minister, who earned £2,700, and a senior civil officer, a Permanent Secretary, who earned between £2,500 and £2,940. At this time, an Assistant Lecturer's pay was £950, whereas his colleagues with comparable academic degrees in the Federal Civil Service were paid £720, (Onyeonaru, 2006; Amadi & Allagoa, 2017).

Yaqub (2007) and Amadi (2004) both cited the NUC (1994: 3) to substantiate their claims of down ward decline in the income of academics. In the 1960s, the only person to earn more than a university professor on an annual salary of £3,600 was the Chief Justice of the Federation.

In Nigeria, the state of the economy was such that a lecturer's yearly income could purchase a car. Back then, paying for a car loan in five years was not too difficult. There was never a delay in salary. The union was more concerned with the delivery of high-calibre instruction. The Nigerian Association of University Teachers (NAUT) was deemed the nation's most inactive labour organization throughout this time of growth and recognition, Jega, (1994).

However, academic labour in Nigerian universities was further devalued as a result of the Jerome Udoji advisory group in 1975. Here, the university professor's pay was capped at £11,508, which put him below the wage of a permanent secretary at the federal level, but at par (grade level) with one at the state level. An Army Brigadier who had earned less money in 1966 than a Reader was paid more in the post-Udoji era than even a full professor. The full-time and lieutenant general's wages were greater than a vice-chancellor's. The downward trajectory was becoming apparent prior to the Obasanjo administration.

9.1 26% Budget Debacle for Education.

During its eight-year plan of 1999–2007, the Obasanjo regime brought about changes to the educational system, ushering in democracy in 1999. It was decided during the 2000 round of negotiations that starting from 2001, the federal and state governments would allocate to education a minimum of 26% of their yearly budgets. According to an upward assessment from 2003, half of this would be used for postsecondary education (Okaka, 2011). This may be the origin of the widely publicized that the United Nations Educational Scientific and Cultural Organizations (UNESCO) rumoured suggestion that the country's education sector get 26% of its annual budget. This suggestion was made by Nigerian Obaasanjo government. UNESCO did not. Rather, UNESCO recommended that member nations should earmark four to six percent of their Gross Domestic Product (GDP) or 15 to 20 percent of public expenditure (annual budget) to fund education, (Suleiman, 2023). Let us look at Nigeria’s budgetary allocation to education in the last five years (2019-2023).

Table 1: Nigeria's Budgeted for Education in the Last Five (5) Years

S/N	Year	Budget	%	Out of
1	2019	6.20 Billion Naira	7.03	8.92 Trillion Naira
2	2020	6.71 Billion Naira	6.7	10.33 Trillion Naira
3	2021	742.5 Billion Naira	5.6	13.6 Trillion Naira
4	2022	355.47 Billion Naira	4.1	875.93 Trillion Naira
5	2023	923.79 Billion Naira	5.4	17.13 Trillion Naira

Yet in Nigeria's 2019 budgetary allocation, 6.20 billion naira representing 7.03% out 8.92 trillion naira was budgeted for education. Other years are: 2020, 6.71 billion or 6.7% out 10.33 trillion naira; 2021, 742.5 billion naira or 5.6% out 13.6 trillion naira; 2022, 355.47 billion or 4.1% out of 875.93 billion naira; and 2023, 923.79 billion or 5.4% out of 17.13 trillion naira, (NABRO, 2023). From this, it is clear that none was up to 15%. This is why we want to look at what should be done. What is ideal for the university system?.

10.0 Idealness: Autonomy and Academic Freedom

Vice-Chancellor Sir, I am one of those who believe that a university's autonomy and academic freedom to pursue its primary missions of teaching and research are the cornerstones of its values. According to Amadi (2003) and Akpoyovwaire (2014), universities in the middle ages were privileged institutions with Charters that improved the security and liberty of their faculty and students. Similar to medieval universities, Nigerian universities are lacking a great deal of independence and autonomy. Under the pretext of national interest, successive governments have frequently meddled with university autonomy and academic freedom, though; freedom can also mean the lack of restrictions or barriers. This is in defiance of Federal Republic of Nigeria's National Policy on

Education(2004 and 2013), which stressed that each higher education institution's internal management and organization is its own responsibility.

Article 19 of the International Covenant on Civil and Political Rights and Protocol of 1966 guarantees the right of man, which is implicated in the concept of academic freedom. It suggests the liberty accorded to lecturers to pursue research, teach, and investigate without undue interference by any authority. University autonomy refers to the framework of self-governance that allows universities to:

- a. create its own curricula and establish objectives for research and instruction;
- b. establish its own criteria and choose the examination protocols;
- c. determine the requirements for student admission;
- d. choose and appoint its administration and instructional staff, as well as establish their terms of service; and
- e. determine and select how to distribute the available funds amongst conflicting needs, (Maassen, Gornitzka&Fumasoli; 2017).

Nonetheless, these aspects of autonomy do not absolve the need to account for public monies used to run the institutions, (Amadi, 2009). They also do not suggest that the government should neglect its obligation to provide adequate money for the establishments it made to educate its citizens.

Vice-Chancellor Sir it is evident; therefore, that there are inconsistencies between what the National Policy on Education (2004 & 2013), grants universities in terms of academic freedom and what is actually implemented. What is actually in place is blatantly centralized government meddling and controlling, through its agencies, disguising itself as supporters and protectors of university academic freedom, (Bako, 2004; Amadi, 2007).

11.0 The Making of a University

"World-class institution" is a vision statement found in most university vision statements. Whereas, some of the most important traits of a top class university are aimed at making the university:

- a. an international standard in terms of research;
- b. an international standard in the field of education;
- c. having several research stars who are top researchers in their fields worldwide;

- d. acknowledged not just by other prestigious universities but also by those outside the higher education sector;
- e. features several top-notch departments;
- f. has a particular reputation and concentration, and it recognizes and capitalizes on its research strengths;
- g. produce a wealth of basic and applied research and innovative ideas;
- h. generates ground breaking research that is acknowledged by colleagues and is demonstrated by awards, honours, and distinctions.
- i. draw the brightest students and yields the most accomplished graduates;
- j. attracts and retains the best staff;
- k. recruit staff and students from an international market;
- l. draw a substantial percentage of postgraduate students;
- m. draw a high percentage of students from outside the country;
- n. operate internationally in many of its activities and within a global market;
- o. possess a solid financial foundation;
- p. get substantial revenue and capital from endowments;
- q. have a variety of revenue streams, including grants, contributions, proprietary works, and student fees;
- r. contribute significantly to society;

- s. have the self-assurance to establish its own goals;
- t. feature a top-notch management group with plans for implementation and a strategic goal, (Cambell, 1989).

The Nigerian university system reflects these values in opposition to itself. Let us draw examples from other countries concerning the making of a university, academic freedom and university autonomy.

12.0 Looking beyond Nigeria

Vice-Chancellor Sir there are some features in Universities of a few notable African countries not found in Nigerian universities. Take Egypt, Ghana, South Africa and Kenya for example. In pointing out these features, we will realize that several countries in Africa have graciously granted their Universities autonomy and academic freedom, (Amadi, 2018). In some cases however, the level of autonomy and academic freedom may vary within countries but there are specific regulations in place. Again, the expression, interpretation and level of implementation may also vary across jurisdictions and institutions.

1. Academic freedom is recognized as a right in Egypt. Indeed, their universities enjoy some level of autonomy and academic freedom. As noted earlier, there may be a few government regulations and oversight functions, universities however, have

the authority to set their own academic standards and to determine their own curriculum contents.

2. Ghana's constitution upholds academic freedom as a fundamental right. Universities in Ghana have the authority to set their standard academically, carry out their own course content determination, while Faculties can make decisions regarding appointments.

3. In South Africa, the Higher Education Act of 1978 grants universities considerable degree of self-governance. This is because the South African constitution protects academic freedom thus giving universities the authority to formulate their own policies, determine curriculum, and carry out independent researches.

4. Kenya's Universities Act of 2012 also grants universities a great degree of self-governance. Kenyan Universities have the authority to formulate own academic policies, determine their own curriculum and execute research without interference.

We can leave the shores of Africa and further see what happens globally. In doing so, we will see that numerous universities globally have granted their universities autonomy and academic freedom, again with varying degrees, (Amadi, & Ani, 2017).

1. Academic freedom is expressly and unambiguously protected by the German constitution. Germany's universities are renowned for their autonomy and academic freedom. German universities have the power to decide on academic issues, including the ability to govern them, and to hire faculty members and establish curricula.

2. The Australian Higher Education Support Act of 2003 protects academic freedom, (Amadi, 2018). Universities in Australia also enjoy a significant level of academic freedom and autonomy to the extent that they set their own academic standards, determine their own course content and even, make decisions regarding to faculty appointments.

3. The Canadian Charter of Rights and Freedom protects academic freedom as a fundamental right. Canadian Universities are so independent that they have authority to regulate their own academic policies, determine their own curriculum content and conduct research.

4. The United Kingdom's 1988 Education Reform Act put the necessary legislation in place. This legislation protects academic freedom. Universities in the UK have a long tradition of academic freedom and the necessary autonomy. The universities have the freedom to set their own academic

standards and to determine their own course contents including making decisions in faculty appointments and promotions.

5.The First Amendment of the United States Constitution protects and guarantees freedom of speech and this is extended to academic freedom. So,American Universities generally have very high degree of autonomy and academic freedom. This freedom is set in their own curriculum where faculties can hire members and conduct research without interference.

These examples are a far cry from the Nigerian situation. Let us look at the management of the systems. And in doing so, we will realize that there are some notable unique features of university management systems in Morocco, Kenya, Ghana, Egypt, and South Africa, (Amadi, & Opuiyo, 2018).

Table 2: Management systems

12.1 Management systems in some African countries

Morocco	Kenya	Egypt	Ghana	South Africa
Moroccan Universities have a strong emphasis on vocational education; focusing on preparing its products for the job market. Their universities also have a strong focus on internationalization aimed at attracting students from around the world. Their universities usually offer programmes in multiple languages such as French, Arabic and English	Kenyan universities have a strong emphasis on community engagement and social responsibility with the initiatives aimed at addressing the local challenges and promoting sustainable development. Entrepreneurship and innovation forms the strong focus of Kenyan universities. Many institutions offer programmes and support for start-ups and small businesses.	Universities in Egypt have a strong connection with the country's cultural heritage and history. Known for their strong emphasis on academic excellence, Egyptian universities have a long history with centralized management structure with a focus on traditional disciplines such as medicine, engineering and humanities.	Ghanaian universities have a strong centralized management structure with emphasis on quality assurance and accreditation. With strong emphasis on liberal Arts Education with a focus on critical thinking, problem solving and interdisciplinary learning.	South Africa and her universities have a diverse higher education landscape. South African Universities have a strong focus on research and innovation as several of their universities are recognized internationally for their research output. They have a more decentralized administrative structure while giving more autonomy to individual departments and faculties.

The question is, where can one situate the Nigerian Universities and the management systems?

Globally too, there are several features of university management systems in other countries that are not found in the Nigerian system:

1. United States: In the US, universities have a strong emphasis on liberal arts education and this encourages students to explore a wide range of subjects before specializing in a particular field. Universities in the US often have a decentralized governance structure, with significant autonomy given to individual departments and staff members.
2. United Kingdom: in the UK, universities have a long history of academic excellence and are known for their rigorous and specialized degree programmes. The UK also has a strong tradition for research-intensive universities, with a focus on producing cutting-edge research and innovation.
3. German universities are known for their strong emphasis on research and practical training. Many universities in Germany offer tuition-free education thus, making higher education more available and accessible to a wider range of students.
4. Australian universities often have a strong focus on internationalization and attracting students from around the world. They also emphasize practical, industry-relevant education and have close ties with industries for internships and

job placements.

5.Canada: Canadian universities are known for their diversity and inclusivity, with a significant focus on promoting multiculturalism and providing support for international students. They also have a strong focus and offer a wide range of interdisciplinary programmes. These are countries whose universities are in the lead of the various ranking systems across the world.

13.0 Ranking of Universities

According to Nwagwu (2010), university rankings may be understood as a third-party zero-sum evaluation of achievements based on quantification of particular criteria that can be presented and/or represented through hierarchical structures on a regular and repeated basis. The first worldwide Academic Ranking of World Universities (Shanghai), released in 2003 by the Shanghai Ranking Consultancy, did not "found" the university ranking. The practice actually began in the early 20th century with several attempts to provide a framework for evaluating the effectiveness of various institutions, (Ringel&Werron, 2020). The necessity to consistently and methodically assess faculty and students' performance at the time was what propelled this trend.

Vice-Chancellor Sir the Carnegie Foundation started a system

of university and college rankings known as Carnegie Classification fifty years ago, and it was updated as recently as 1973. Its purpose was to assist Carnegie's research and policy analysis programme, and it was aimed at American colleges and institutions. University ranking is enabled by four main factors. First, the university requires a performance indicator in order to evaluate its own operations. The next is that university rankings serve as a gauge of how well the country's higher education system is doing. This is the traditional and historical practice in universities. The third is how well a university does in relation to other universities operating under the same system. Lastly, there is the university's performance as a dynamic entity that merits periodic quantitative evaluations by an outside party, as shown in Table 2 which lists ranking systems, sponsors, start years, and the quantity, frequency, and number of institutions of various metrics.

Table 3: Top 13 University ranking systems

S/ N	Ranking System	Start years	Sponsors	No. of indicators used	Frequen- cies	No. of Institution s
1.	Carnegie Classification (Carnegie)	1973	Carnegie Commission on Higher Education in US	8	Every five years	4664
2.	Academic Ranking of World Universities (Shanghai)	2003	Shanghai Ranking Consultancy (China)	6	Annually	500
3.	Webometrics (Web)	2004	Cybermetrics Lab, Spanish National Research Council	4	Annually	11995
4.	The Times Higher Education World University Rankings (Times)	2004	TES Global Ltd (UK)	13	Annually	800
5.	SCImago Institutions Rankings World Report (SCImago)	2009	SCImago Lab (Spain)	12	Annually	5147
6.	University Ranking by Academic Performance (URAP)	2010	Middle East Technical University (Turkey)	6	Annually	2000
7.	Leiden Ranking (Leiden)	2011	Leiden University (Netherlands)	18	Annually	842
8.	Centre for World University Ranking (CWUR)	2012	Centre for World University ranking (UAE)	8	Annually	1000
9.	Round University Ranking (RUR)	2012	RUR Ranking Agency (Russia)	20	Annually	761
10.	QS World University Ranking (QSWorld)	2013	Quacquarelli Symonds Limited (US)	6	Annually	916
11.	U-Multirank (UMR)	2014	European Union and Advisory Board (Germany)	30	Annually	1200+
12.	US News and World Report-Global Ranking (USN&W)	2014	US News and World Report (US)	12	Annually	1250
13.	Clarivate Analytics Innovative University Ranking (CA) (formerly Thomson Reuters)	2015	Reuters Philly	10	Annually	100

Adopted from Olayinka, 2022.

One would ask: 1. Who sponsors these in the Nigerian Universities?; 2. What are the indicators in the Nigerian Universities?; 3. What are the frequencies in the Nigerian systems? Yet each has its own purpose.

Table 4: Purpose of the ranking systems

S/N	Country Headquartered	Ranking Systems	Purposes
1	U.S	Carnegie, QS World University Ranking (QSWorld, US News and World Report- Global Ranking (USN&WR, and Clarivate Shanghai	<ul style="list-style-type: none"> ➤ University Comparison ➤ University Marketing ➤ Assist students in choosing an academic institution
2.	China	Shanghai	<ul style="list-style-type: none"> ➤ Research Performance ➤ University Comparison ➤ University Marketing ➤ Government Funding or assessment
3.	Spain	Webometrics	<ul style="list-style-type: none"> ➤ Research Performance ➤ Web Performance Improvement
4.	U.K	THE (Times)	<ul style="list-style-type: none"> ➤ Research Performance ➤ Research Quality ➤ University Comparison ➤ Assist students in choosing an academic institution ➤ Government funding or assessment.
5	Spain	SCImago	<ul style="list-style-type: none"> ➤ Research Performance
6.	Turkey	University Ranking Academic Performance (URAP)	<ul style="list-style-type: none"> ➤ Research Performance ➤ Research Quality
7.	Netherlands	Leiden Ranking (Lerden)	<ul style="list-style-type: none"> ➤ Research Performance ➤ Research Quality
8.	United Arab Emirates (UAE)	Centre for World University Ranking (CWUR)	<ul style="list-style-type: none"> ➤ Research Performance ➤ University Comparison
9.	Russia	Round University Ranking (RUR)	<ul style="list-style-type: none"> ➤ Research Performance ➤ University Comparison ➤ University Marketing ➤ Assist students in choosing an academic institution. ➤ Government Funding or assessment ➤ Academic/Teaching Quality
10.	Germany	U-Multi-rank (UMR)	<ul style="list-style-type: none"> ➤ Research Performance ➤ Research Quality ➤ Assist students in choosing an academic institution ➤ Government Funding or assessment

www.topuniversities.com/student-forum

Vice-Chancellor Sir from Table 3, the ranking systems' specifics revealed that, for the most part, their goals overlapped. Many

systems state that their ranking is intended to provide an assessment of the institutions' performance on a periodic basis rather than to compare institutions, which runs counter to how many administrators utilize the rating. None of the systems is Nigerian or even Afrocentric, as is the case with the majority of global knowledge assessment infrastructures. Ours is meaningless, therefore.

Beyond, the findings of global university rankings are meta-outcomes; they rely on additional resources, some of which are either inaccessible to Nigerian universities or were built with the communities of the systems' developers in mind. The albatross of many Nigerian universities is the notion of research performance, which is the main goal of many ranking systems. Like many developing nations, higher education administrators in Nigeria have blindly adopted global university rankings, oblivious to the system's functionalist and globalized features that disregard the unique circumstances of each university and country. As can be seen from Table 4 below, Nigeria jumped into the fray in 2016 without considering these vital facts.

Table 5: The World University Ranking- Nigeria's position- 2016 to 2022. Showing Nigeria's entry in the ranking system.

Year	Rank	University	Overall
2016	601-800	University of Ibadan	-
2017	>800	University of Ibadan	8.3—18.5
2018	801-1000	University of Ibadan	15.6—21.4
2019	601—800	Covenant University	26.0—33.4
	601—800	University of Ibadan	26.0—33.4
	1001+	University of Nigeria Nsukka	9.8—18.9
2020	401—500	Covenant University	38.8—42.3
	501—600	University of Ibadan	35.3—38.7
	801—1000	University of Lagos	22.2—28.2
	1001+	University of Nigeria Nsukka	10.7—22.1
2021	401—500	University of Ibadan	39.8—43.5
	501—600	Lagos State University	36.4—39.7
	601—800	University of Lagos	30.2—36.3
	801—1000	Covenant University	25.1—30.1
	1001+	University of Nigeria Nsukka	10.3—25.0
	1001+	ObafemiAwolowo University	10.3—25.0
2022	401—500	University of Ibadan	40.9—44.0
	501—600	University of Lagos	38.1—40.8
	601—800	Covenant University	32.0—37.9
	1201+	University of Ilorin	10.6—22.3
	1201+	University of Nigeria Nsukka	10.6—22.3
	1201+	ObafemiAwolowo University	10.6—22.3

<https://www.timeshighereducation.com/world-university-ranking/se...>

<https://www.webometrics.infor/en/Africa/Nigeria>

14.0 Making Nigerian Universities the preferred destination in Africa

Vice-Chancellor Sir when it comes to Nigerian students wanting to further their education abroad, the United Kingdom is their top choice. Given the historical ties between the two nations,—Nigeria was once a British colony until she gained independence in 1960. This may not come as a surprise. Yet, the United States of America, Canada, South Africa, India, and the Philippines are among the other well-liked travel locations. Table 6 lists the number of Nigerian students enrolled in international programmes abroad.

Table 6: Number of Nigerian students studying in selected countries

S. No	Country	Year	Total number of International Students	Number of students from Nigeria	Proportion of International Students from Nigeria (%)
1	South Africa	2015	42,351	2,243	5.3
2	United Kingdom	2022	633,910	22,230	3.5
3	United States of America	2021	914,095	12,860	1.4
4	Canada	2021	256,455	5,860	2.3
5	India	2017	45,424	2,090	4.6
6	Republic of Philippines	2021	14,566	1,017	7.0

<https://www.thecable.ng/report-ngerians-are-fastest-growing-international>
www.iie.org/projectatlas

The years indicated are those for the most recent data in the respective countries. Vice-Chancellor Sir, let us look at South Africa in 2015, for example. It shows that out of the 42,351 foreign students that attended South African Universities in 2015, 2,243 (or 5.3%) were from Nigeria. It is easier to imagine the fees that this number of international students would have paid. How can Nigerian universities become the most sought-after destination in Africa, given the current rate of migration? This is relevant; particularly when we consider that the following are the main issues facing Nigerian public universities:

- a. ageing academic staff and challenges of attracting, developing, and keeping new talent combine to create a poor personnel mix;
- b. frequent departure of seasoned employees;
- c. inadequate pay preventing international employees and students from being recruited;
- d. erratic schedule for academics;
- e. excessive reliance on government funding;
- f. funding challenge of finding fresh internal revenue streams;
- g. inadequate financial management and budgeting;
- h. comparatively limited ability to innovate fundraising;

i.insufficient facilities for professionals and students to conduct research and teach;

j.comparatively low quality of our degrees, as demonstrated by the high percentage of students who pass their degrees and graduate with a third class; and

k.programmes in academia and research with little connection to the public sector, business sector, and other stakeholders.

There are several grave ramifications to these, including:

a.reduction in the amount of time students spend on field excursions and laboratory/practical classes;

b.decline in the number of people attending academic conferences;

c.reduction in the amount of chemicals, library books, and basic laboratories supplies purchased;

f.suspension of fresh appointments;

e.restricted options for research grants;

g.loss of independence as a result of a greater reliance on other sources of finance;

i. internalization and enlargement of the executive branch; and

j.heightened competition leading to a decrease in university cooperation (harmonization).

When we consider that Nigerian universities are underfunded, the implications of this are further clear:

- a. not appealing to many applicants whose parents can afford to send their children to private universities within as well as overseas institutions in the USA, Europe, other African countries, and other continents;
- b. failure to appeal to foreign employees because of extremely low pay and inadequate facilities for research and teaching; and
- c. inability to entice more international employees and scholars to work and study in Nigeria.

14.1 Population Forecast for Nigeria

Vice-Chancellor Sir going by the Worldometer's analysis of the most recent United Nations data, Nigeria's population as at Saturday, February 3, 2024, was 226, 946, 595, placing her as the world's seventh most populous country. With 3.2% annual growth, the population is predicted to reach 400 million by 2050 (Figure 4), making the nation the third most populous in the world after China and India, (www.Worldometers.info). This means that more and younger people will be pursuing higher education, which will have an impact on the education sector. This has been used by many as justification for the nation's increased university massification.

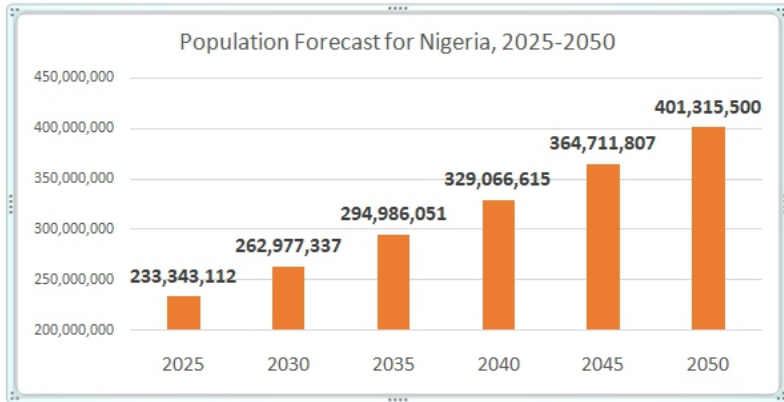


Figure 4: Population forecast for Nigeria, 2025-2050 (Source: www.statista.com). Adopted from Olayinka, 2022.

It is abundantly clear that political decisions heavily influence the financing structure for postsecondary education in any given nation. Vice-Chancellor Sir, Students in Germany—the richest nation in Europe with the strongest economy—as well as those in Scotland, Finland, and Estonia attend colleges for free, in contrast to the US, which charges exorbitant tuition costs. Similar to Nigeria, and a developing country with a larger population, Brazil offers free social services including health and education, which are indirectly funded. In Brazil, the federal, state, and local governments each allocate 25%, 38%, and 37% of the total budget to education. These are examples open to Nigeria.

Due to their heavy loan-taking throughout their pursuit of a university degree, many American students end up deeply

indebted. When they start earning USD 125,000 or more a year, they are supposed to begin paying back the debt. Germany is home to numerous highly esteemed universities of the globe, and almost all of them receive public funding from each of the 16 Landers, or state governments, in contrast to the USA, where the majority of the top universities are privately owned.

14.2 Vice-Chancellorship Stability Index (VCSI)

Vice-Chancellor Sir the University of Oxford and the University of Cambridge, two renowned universities in the United Kingdom and indeed, across the world, have a perfect Vice-Chancellorship Stability Index (VCSI) of 100%. This is because they have never had an Acting Vice-Chancellor since their founding in 1230 and 1412, respectively. Many universities in Nigeria are headed by Vice-Chancellors who are on acting capacities. The Vice-Chancellor of AfeBabalola University, Ekiti, is on an acting capacity. The same goes for Ignatius Ajuru University of Education, Port Harcourt; Achievers University, Ondo State, and several other universities in Nigeria. Most Nigerian Universities lack the Vice-Chancellorship Stability Index (VCSI) since the majority of vice chancellors serve in acting roles. This impedes on their overall performances.

Vice-Chancellor Sir, let us highlight a few of my modest contributions to knowledge:

15.0 MY CONTRIBUTIONS TO KNOWLEDGE

15.1 Studies on Strike actions

STRIKE ACTIONS AND ITS EFFECTS ON EDUCATIONAL MANAGEMENT IN UNIVERSITIES IN RIVERS STATE

Purpose

The study investigated the effects of strike on educational management of Universities in Rivers State.

Methodology

The study adopted Universities in Rivers State as a case study. It was a survey study. The study randomly selected 25 non-academic and 20 academic staff population from each of the three universities in Rivers State. A sub-total of seventy-five 75 non-academic and 60 academic staff of the universities totaled 135 as respondents.

The instrument for data gathering was a structured questionnaire entitled Strike Actions and Its Effects on Educational Management in Universities (SAEEMU) designed by the researchers. The scope covered the three Universities in Rivers State while the content scope covered University autonomy, salary structure, incessant student's violence and cultism. The instrument was tested for validity and reliability. A correlation coefficient of $r = 0.72$ was obtained and found the instrument acceptable for the study.

Table 7: Effects of strike actions on our Universities:

S/No	Question Item	Responses			
		Yes	%	No	%
1.	Loss of faith and confidence in education by students	60	44.4	75	55.5
2.	Closure of school frequently	90	66.6	45	33.3
3.	Distortion and disruption of school calendar and academic activities	116	83.91	19	14.0
4.	Irregularity of academic programmes	103	76.2	32	23.7
5.	Examination malpractices and cultism among students	70	51.8	65	48.1
6.	Poor quality of graduates compared to other countries	30	22.2	105	77.7
7.	Certificate racketeering	80	59.2	56	41.4
8.	Reduced productivity and loss of focus on objectives	40	29.6	93	70.3
9.	Non-commitment and disillusionment	50	37.0	85	62.9
10.	Erosion of the dignity and respect of higher education	108	80	27	20

From table the above, the following items with the percentage of 50 and above have been accepted as the effects of industrial actions on tertiary institution they include:

1. Closure of school frequently 85.9%
2. Irregularity of academic programme 76.2%
3. Examination malpractice and cultism among student 51.8%
4. Certificate racketeering 59.2%
5. Erosion of the dignity and respect of higher education 80%

Table 8: Measures to eradicate strike actions in Universities

S/No	Question Item	Responses			
		Yes	%	No	%
11.	Proscription of trade unionism in tertiary institution	75	55.56	60	44.44
12.	Government involvement and promotion of healthy industrial relation	40	29.62	95	70.37
13.	Ensuring management involvement efficiency	90	66.67	45	33.33
14.	Stifling all aspect of collective bargaining	89	65.92	46	34.0
15.	Appointment of industrial arbitration panel to review labour at intervals	69	51.1	66	48.8
16.	Constant negotiation and dialogue	99	73.3	36	26.6
17.	Labour matters should be handled only in courts	30	22.2	105	77.7
18.	Both employees and employer to allow third party in negotiations	100	74.0	35	25.92
19.	Both labour and management to bases subsequent negotiation on rule and regulations binding labour matters	104	77.0	31	22.96

From the table above, the following percentage of 50 and above has been accepted as measures to eradicate industrial actions in university? They include:

1. Proscription of trade unionism in tertiary institution 55%
2. Ensuring managerial efficiency 66.67%
3. Stifling all aspect of collective bargaining 65.72%
4. Constant negotiation and dialogue 73.3%
5. Both employees and employer to allow third party in negotiation 74.0

Findings

The following results were obtained from the analysis of the data gathered.

- 1 Governments' unwarranted interferences in the management of university affairs contributed to the spate of strike actions in Universities.
- 2 The underpayment of university staff in Nigeria vis-à-vis their counterparts in other economic sectors and the discriminatory salary structure between the Academic Staff of Universities (ASUU), and the non-academic Staff Union of Universities (NASU) have been a major cause of dissatisfaction on campuses of Universities.
- 3 The nefarious activities of lawless organizations such as secret cults were a major cause of conflicts in the

Universities. There were irregularities in the conduct of student's union elections, and maladministration by the Students' Union Governments (SUG) which precipitate ill-feelings among the general students' body. These affect the educational management in Universities.

Amadi, E. C. & Urho, P. (2015). Also see Amadi, E. C. & Urho, P. (2015) on effects of strike actions on educational management planning of Universities in Rivers State.

15.2 Studies on effects of social media on University students

EFFECTS OF SOCIAL MEDIA ON NIGERIAN UNIVERSITY STUDENTS

Purpose of the study

The study investigated the effects of social media on the academic performance of Nigerian University students.

Methodology

The coverage area was a study of Rivers State University, Port Harcourt. It was a causal comparative (or *ex-post-facto*) research design. 400 students of the University were accidentally sampled from a population of 29,939 students. A questionnaire known as “Effects of Social Media on the Academic Performance of University Students in Nigeria” (ESMAPUSN) designed by the researchers was used for data gathering. The instrument was tested for validity and reliability. Data collected were analyzed using frequencies and

percentages.

Table 9: Effect of Social Media on CGPA (in frequencies and percentages)

Response	Positive effect on studies	Distracts students from studies	Displaces time on studies
Yes	88 (22.27)	325 (82.27)	205 (51.89)
No	289 (73.16)	57 (14.43)	171 (43.29)
Undecided	18 (4.55)	13 (3.29)	19 (4.81)
Total	395 (100)	395 (100)	395 (100)
Response	Reduce time spent on SNS	Distraction during lectures	Distraction during library sessions
Yes	352 (89.11)	196 (49.62)	201 (50.88)
No	40 (10.12)	198 (50.12)	180 (45.56)
Undecided	3 (0.75)	1 (0.25)	14 (3.54)
Total	395 (100)	395 (100)	395 (100)
Responses	SNSs improve my grades	SNS negatively affect my grade	Avoid SNSs
Yes	178 (45.06)	249 (63.03)	364 (92.15)
No	203 (51.39)	81 (20.50)	28 (7.08)
Undecided	14 (3.54)	65 (16.45)	3 (0.75)
Total	395 (100)	395 (100)	395 (100)
CGPA of respondents			
GPA	Frequency	Percentage	
1.00-2.49	198	50.12	
2.50-3.49	110	27.84	
3.50-4.49	52	13.16	
4.50-5.00	35	8.86	
Total	395	100	

Table above shows that 88(22.27%) respondents agree that SNSs have positive effect on their academic studies, while 289 (73.16 %) students do not believe such and 18 (4.55%) students are undecided. 325 (82.27%) respondents agree that

SNSs distract them from their academic studies, while 57 (14.43 %) students do not believe such and 13 students are undecided. 205 (51.89 %) respondents agree that SNSs displace the time they spend on their academic studies, while 171 (43.29%) students do not believe such and 19 (4.81%) students are undecided. 352 (89.11%) respondents agree that university students must reduce time spent on SNSs to succeed in the university, while 40 (10.12%) students do not believe such and 3 students are undecided. 196 (49.62%) respondents agree that SNSs distract them from their lectures, while 198(50.12%) students do not believe such and only 1 student is undecided. 201 (50.88%) respondents agree that SNSs distract them during library sessions, while 180 (45.56 %) students do not believe such and only 14 (3.54%) students are undecided. 178 (45.06%) respondents agree that SNSs help to improve their grades, while 205 (51.39 %) students do not believe such and 14 (3.34%) students are undecided. 249 (63.03%) respondents agree that SNSs negatively affect their grades, while 81 (20.50%) students do not believe such and 65(16.45%) students are undecided. 364 (92.15%) respondents agree that their younger ones must avoid SNSs to succeed in the university, while 28 (7.08%) students do not believe such and 3(0.75%) students are undecided. The Cumulative Grade Point Average (CGPA) of the respondents

thus: 198 (50.12%) of the students had 1.00-2.49;110 (27.84%) students had 2.50-3.49;52 (13.16%) students had 3.50-4.49; and 35 (8.86%) students had 4.50-5.00 CGPA.

Findings

It was revealed that social media has both positive and negative effects on the academic performance of students.

Positive effects

1. *Web engagement*: Students have become adept at creating an online presence in a world where businesses value online engagement. They are not only adept at interacting with people online, but they also understand how to use both simple and sophisticated features to do so. As a result, students use social networking sites to discuss class-related concerns with their peers and even teachers.

2. *Informal knowledge and skill*: Social networking services encourage peer-to-peer learning, skill collaboration, and a diversity of cultural expression, all of which enhance learning and skill development outside of official learning environments. The skills and knowledge that young people are gaining from Social Networking Sites (SNSs) are directly related to the “participatory web,” where “user” generated content is now a crucial component of a quickly evolving online business model that makes use of its users’ creativity, social networks, and

knowledge. As a result, business models are anticipated to emerge.

3. *Education:* Social media platforms support academic programs at universities. These social networking services, which resemble blogs, support and improve results by enhancing or leveraging formal educational activities. SNSs are also utilized to expand formal learning possibilities outside of specific geographic contexts. Social media has thereby improved the communication between marginalized youth and their educators and given them more confidence to participate in educational activities.

4. *Individual identity and self-expression:* SNSs are used to experiment as well as find legitimacy for political, cultural, or sexual identities because they are fundamentally adaptable and intended to encourage personal customisation. Social media platforms give users places to negotiate public life, figure out their identity and position, understand cultural clues, and feel more a part of the community. Academic success and this sense of identity and personal belonging have been positively connected.

5. *Strengthening interpersonal relationships:* One of the most

important indicators of wellbeing is having positive interpersonal relationships. In general, social media has been shown to improve personal interpersonal connections. With the advent of e-mail, instant messaging, and social networking, people can now overcome additional obstacles to creating and preserving public spaces, like restricted transportation options and free time from organized activities like sports and education.

Negative effects: There have been some reported detrimental consequences of social media on pupils' academic performance. The study's conclusions can be combined into two categories of detrimental effects: the displacement effect on academic pursuits and psychological disorders and health issues.

1. Displacement effect on academic activities: Students typically spend more time socializing than studying because the majority of them utilize social networking sites for socializing. As a result, students who use SNSs excessively perform worse academically since they spend time on non-academic activities like talking and friend-making instead of studying.

2. Psychological disorders and health problems: A tendency to overestimate one's capacity for multitasking and project management, anxiety, depression, unhealthy eating habits, and inactivity; a tendency for frequent users of social media to have shorter attention spans and undermine higher-order skills like

concentration, persistence, and analytical reasoning have all become commonplace. These, to varying degrees and at different times, have detrimental effects on students' educational processes.

Amadi, E, C, & Ewa, C. J. (2018).

15.3 Studies on time management and quality service delivery in Universities.

TIME MANAGEMENT AND QUALITY SERVICE DELIVERY IN UNIVERSITIES

Purpose of the study

The research investigated time management and service delivery in Universities in Rivers State.

Methodology

The research adopted correlation design. The population was 6870 comprised of administrators, teaching and non-teaching staff of three universities in Rivers State. The sample size of the study was 400. The Taro Yemene formula was used. The instrument for data collection was structured questionnaire titled 'Time Management Questionnaire' (TMQ) and 'Quality Service Delivery in Universities Questionnaire' (QSDUQ). The instrument was subjected to face and content validity. The Pearson Product Moment Correlation Coefficient (PPMCC) was used to answer the research questions and test the formulated hypotheses at 0.05 level of significance.

On determining the relationship between time tabling and

quality service delivery in Universities in Rivers State, the Table below shows

Table 10: Correlation Analysis of Reponses on the Relationship between Time Tabling and Quality Service Delivery

Variables	N	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	df	LS	r-cal	r-crit	Decision
TimeTabling	400	29.16	85.19	62.76	398	0.05	1.00	0.113	Positivehigh relationship
QualityService Delivery	400	21.53	46.43						

The result in Table above shows a high positive relationship between time tabling and quality service delivery in Universities in Rivers State. This is show nonthecorrelationcoefficientof1.00,which means that time tabling has a strong association with quality service delivery. The implication of this result is that quality service delivery is most likely to be influenced by time tabling.

Table 11: Correlation Analysis of Reponses on the Relationship between Time Scheduling and Quality Service Delivery

Variables	N	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	df	LS	r-cal	r-crit	Decision
Time Scheduling	400	29.97	89.85	70.38	398	0.05	0.99	0.113	Positive high relationship
Quality Service Delivery	400	23.66	56.35						

The result in Table above shows a high positive relationship between time scheduling and quality service delivery in Universities in Rivers State. This is shown on the correlation coefficient of 0.99, which means that time scheduling has a strong association with quality service delivery. The implication of this result is that quality service delivery is most likely to be influenced by time scheduling.

Table 12: PPMC Analysis is of the Responses of Respondents on the Relationship between Time Tabling and Quality Service Delivery

Variables	N	$\frac{\Sigma X}{\Sigma Y}$	$\frac{\Sigma X^2}{\Sigma Y^2}$	ΣXY	df	LS	r-cal	r-crit	Decision
TimeTabling	400	29.16	85.19	62.76	398	0.05	1.00	0.113	Rejected null hypothesis
Quality Service Delivery	400	21.53	46.43						

Result in Table above shows that the calculated r-value of 1.00 is greater than ther-critical value of 0.113 for degree of freedom of 398 at 0.05 level of significance. Therefore, the null hypothesis wasrejectedwhichstatesthatthereisnosignificantrelationshipbetweentimetablingandquality service delivery in Universities in Rivers State.

Table 13: PPMC Analysis of the Responses of Respondents on the Relationship between Time Scheduling and Quality Service Delivery

Variables	N	$\frac{\Sigma X}{\Sigma Y}$	$\frac{\Sigma X^2}{\Sigma Y^2}$	Σxy	df	LS	r-cal	r-crit	Decision
Time Scheduling	400	29.97	89.85	70.38	398	0.05	0.99	0.113	Rejected null hypothesis
Quality Service Delivery	400	23.66	56.35						

Result in Table above shows that the calculated r-value of 0.99 is greater than the r-critical value of 0.113 for degree of freedom of 398 at 0.05 level of significance. Therefore, the null hypothesis was rejected which states that there is no significant relationship between time scheduling and quality service delivery in Universities in Rivers State.

Findings

The relationship between time tabling and quality service delivery

1. The study revealed that, there is a significant high positive relationship between time tabling and quality service delivery in Universities in Rivers State.
2. The findings agreed with the finding of Hanada (2020) which concluded that there is an impact of effective time management (time planning, time organizing, time orientation, employee's empowerment, and time control) on University's employee performance.
3. The corresponding hypothesis revealed that there is a significant high positive relationship between time tabling and quality service delivery in Universities in Rivers State. With r-calculated value of 1.00 which is greater than the r-critical value of 0.113 at 0.05 level of significance, the null hypothesis was rejected.

The relationship between time scheduling and quality service delivery

1. The study revealed that there is a significant high positive relationship between time scheduling and quality service delivery in Universities in Rivers State.
2. This study agreed with the finding of Jagero, Kanga and Gitari (2021) that significant relationship exist between proper time scheduling practices and quality service delivery.
3. The corresponding hypothesis revealed that there is a significant high positive relationship between time scheduling and quality service delivery in Universities in Rivers State. With r-calculated value of 0.99 which is greater than the r-critical value of 0.113 at 0.05 level of significance, the hypothesis was rejected.

Amadi, E. C. & Nnaa, L. F. (2022).

15.4 Studies on incentive schemes on academic staff in Universities

INCENTIVE SCHEMES ON ACADEMIC STAFF PERFORMANCE IN PUBLIC UNIVERSITIES

Purpose of the study

The study examined the influence of incentive schemes on academic staff performance in public universities in Rivers State.

Methodology

The study adopted a descriptive survey design. The population of the study was 2771 academic staff of the three public universities in Rivers State, i.e. University of Port Harcourt,

Rivers State University and Ignatius Ajuru University of Education. The sample was 348 academic staff comprising 213 male and 135 female academic staff of the three universities. Taro Yamane formula was adopted in determining the sampling sample size. The study used a researcher-designed questionnaire titled “Influence of Incentive Schemes on Academic Staff Performance Questionnaire” (IISASP) for data collection. The instrument had face and content validity. The reliability of the instrument was established using the Cronbach Alpha statistics. Reliability coefficients of 0.79, 0.81 and 0.82 were obtained for the various clusters of the instrument. The research questions were answered using mean statistics and standard deviation while the hypotheses were tested using z-test statistics at 0.05 level of significance.

Table 14: Z-Test Analysis on the Influence of Bonuses as an Adequate Incentive Scheme on the Performance of Academic Staff in Public Universities

Variables	N	\bar{x}	SD	Z-Cal.	Z-Crit.	Decision
Male	210	2.86	0.79			
Female	130	2.84	0.82	0.19	1.96	Failedto reject

Table above revealed that the Z-calculated value is 0.19 and the Z-critical table value is 1.96 with at 0.05 level of significance. Since the z-cal (0.19) is less than the z-critical table value, the null hypothesis was accepted indicating that there is no

significant difference in the mean ratings of male and female academic staff members on the influence of bonuses as an adequate incentive scheme on the performance of academic staff in public universities in Rivers State.

Table 15: z-Test Analysis on the Influence of Recognition through Awards and Promotions as an Adequate Incentive Scheme on the Performance of Academic Staff in Public Universities

Variables	N	\bar{x}	SD	Z-Cal.	Z-Crit.	Decision
Male	210	2.82	0.85			
Female	130	2.77	0.89	0.34	1.96	Failedto reject

Table above revealed that the Z-calculated value is 0.34 and the Z-critical table value is 1.96 with at 0.05 level of significance. Since the z-cal (0.34) is less than the z-critical table value, the null hypothesis was accepted indicating that there is no significant difference in the mean ratings of male and female academic staff members on the influence of recognition through awards and promotions as an adequate incentive scheme on the performance of academic staff in public universities in Rivers State.

Table 16: z-Test Analysis on the Influence of Conducive Work Environment as an Incentive Scheme on the Performance of Academic Staff in Public Universities

Variables	N	\bar{x}	SD	Z-Cal.	Z-Crit.	Decision
Male	210	2.88	0.66			
Female	130	2.83	0.73	-1.22	1.96	Failedto reject

Table revealed that the Z-calculated value is -1.22 and the Z-critical table value is 1.96 with at 0.05 level of significance. Since the z-cal (-1.22) is less than the z-critical table value, the null hypothesis was accepted indicating that there is no significant

Findings

The following findings were obtained after analyzing the data generated.

1. Both male and female academic staff members believe that bonuses, as an incentive program, have a significant impact on the performance of their colleagues in Rivers State's public universities. When provided, bonuses like paid time off, invigilation for exams, tutorials, high-quality research output, free vacations, Christmas bonuses, and family leave holidays greatly enhance the performance of academic staff members.
2. Academic staff members believe that incentives such as rewards and promotions have a significant impact on their performance in Rivers State's public universities. Providing staff with awards for exceptional work, promoting personnel when it's due, and putting little actions into practice all help to improve lecturers' performance.
3. Positive work environments and incentive programs

have a significant impact on academic staff performance in Rivers State's public universities. The performance of academic staff members at work is enhanced by the availability of contemporary learning resources, a steady power supply, medical facilities, laboratories, and air-conditioned offices.

Amadi, E. & Williams, A. (2022).

16.0 CONCLUSION:

This inaugural lecture has looked at the reality and idealness of university education in Nigeria. We have viewed reality as the state of things as they actually exist while idealness is the quality or state of being of our university system. The establishment of a university imposes certain obligations on the management. Academic freedom and autonomy offers the opportunity of a world-class status. Universities are businesses that depend on sufficient fund to exist and perform well in fulfilling its primary missions. This is why other countries of the world have upheld university autonomy and academic freedom as a fundamental human right.. Ranking systems have specific sponsors, with specific indicators, and specific frequencies.

17.0 RECOMMENDATIONS

1. As a basic human right, academic freedom and university autonomy should be provided for in the Nigerian Constitution as a fundamental human right. Similar to medieval universities, Nigerian universities demand a high degree of independence and autonomy. Most nations of the world have expressly and unambiguously protected and enshrined institutional autonomy and academic freedom in their constitutions.

2. Education has become the highest and fastest growing sector. It has been predicted that Nigeria's population may be 400 million by 2050, making the nation the third most populous in the world after China and India. More funding for our universities should be available in order to enhance instruction, research, development, and innovation.

3. We should promote communication with outside partners, people, businesses, and government organizations. In particular, we should develop South-South collaborations.

4. Our higher educational institutions should take into account the regional context in which they function and establish distinct rankings for their respective universities. Nigeria's ranking system should specify definite sponsors, specific indicators and specific frequencies

5. The Vice-Chancellorship Stability Index (VCSI) should be taken into consideration given the fact that the two prestigious universities in the UK, Oxford and Cambridge, for instance, have never had

an acting vice chancellor since they were founded in 1230 and 1412, respectively.

6. Nigerian universities should place a major emphasis on innovation and entrepreneurship, with programmes and assistance available for new and small enterprises. Everyone should make every effort to guarantee that students' learning is guided and executed by academic staff members with professional and pedagogical experience, as well as those of worldwide calibre who are actively engaged in research. Universities in Nigeria would have to:
 - i) draw top-notch foreign faculty and students to foster a lively and varied campus community;
 - ii) encourage strategic alliances with a select group of prominent foreign organizations;
 - iii) enhance facilities and provide more assistance to students in order to attract more foreign applicants, particularly from the West African sub region;
 - iv) bolster staff and student exchanges;
 - v) examine ways to gain from the exposure and experience of distinguished scholars and Nigerians living

abroad who are willing to work in Nigeria for varying durations of time, even if they are not interested in accepting permanent appointments here;

- vi) establish action-oriented Memorandum of Understanding (MOU) and establish a procedure for reporting on the degree of activity associated with each MOU;
- vii) maintain a constant internationalization outreach, research, and curriculum initiatives;
- viii) assure international scholars and students of conducive and affordable accommodation that are both appropriate and reasonably priced; and
- ix) guarantee stable academic calendar.

THANK YOU FOR LISTENING

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