

THE CHALLENGES OF MANAGING TERTIARY EDUCATION IN NIGERIA

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Cite this article:

Odoemenam, Ebere Agatha. (2022), The Challenges of Managing Tertiary Education in Nigeria. International Journal of Education Policy and Administration Studies, 1(1), 37-75.

DOI:
10.13140/RG.2.2.28259.84008

Manuscript History

Received: 10 Oct 2022

Accepted: 07 Nov 2022

Published: 22 Dec 2022

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ABSTRACT

Education at the tertiary level is the highest level of education which is meant for learning, teaching, research, and manpower, organizational and national development. This paper explored the challenges of managing tertiary education in Nigeria. Historical development of tertiary education was stated. Some concepts that relate to tertiary education management were discussed. Such concepts as management, education, quality, quality education, among others were defined. Additionally, measures to be adopted for better management such as change and reform, innovation, ICT through globalization were discussed. More so, management of tertiary education in Nigeria was discussed; styles of management and quality assurance variables that ensure standard in the management of tertiary education were identified. Challenges that confront the management of tertiary education such as inadequate funding, brain –drain syndrome, strike actions, examination malpractice, poor leadership, lack of staff development, poor research, and others were explained. The consequences of tertiary education challenges were highlighted. However, remedies to the challenges were highlighted. Based on the foregoing, it was concluded that tertiary institutions should always generate revenue internally to enable them improve research outputs and other necessities. This study suggested that adequate funding from the government to the tertiary institutions shall be given top priority because it will go a long way in solving many other challenges that are challenging tertiary education in Nigeria.

Keywords: Management, Tertiary education, Education, Quality education, Quality, Educational management, Challenges



INTRODUCTION

All round development to all nations of the world is contributed by education. Tertiary education is the education given after secondary education in colleges of education, monotechnics, polytechnics and universities and those institutions offering correspondence courses (National Policy on Education of Nigeria, 2004 cited in Wali, 2007). Tertiary education is also known as higher education (Owhonda, 2018). It is the production centre for the most developed human resources of any nation. According to the National policy on Education (2004), the goals of tertiary education are to:

- Contribute to national development through high level relevant manpower training.
- Develops and inculcate proper values for the survival of the individual and society.
- Development of the intellectual capability of individuals to understand and appreciate their local and external environment.
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- Promote and encourage scholarship and community service.
- Forge and cement national unity and
- Promote national and international understanding and interaction.

In pursuance of the above goals by the tertiary education, they can be achieved through the following roles as stated by National Policy on Education:

- i. Teaching
- ii. Research and development
- iii. Virile staff development programmes
- iv. Generation and dissemination of knowledge.
- v. Variety of modes of programmes including full time, part-time, day-release, sandwich etc.
- vi. Access to training funds such as those provided by the industrial training fund (ITF).
- vii. Students industrial work of experience scheme (SIWES)
- viii. Maintenance of minimum educational standards through appropriate agencies.
- ix. Inter-institutional cooperation.
- x. Dedicated services to the community through extramural and extension services (Wali, 2007).

The implementation of tertiary education goals requires competent tertiary education managers or administrators who will be able to influence and guide followers or other members of the organization to achieve predetermined goals of the higher institutions. One of the purposes of administration of higher education is to coordinate funds and materials with personnel for efficient administrative and management control for the maintenance and improvement of the system, (Nwafor, 1988 in Chiemeka- Unogu, 2018). The author added that for the function to be performed, the institutional leaders in the university need to work with personnel who are



motivated with positive character and that of the leader to achieve the educational goals of the institution.

Administration of an education institution is a process which involves the use of methods, principles and practices to establish develop and execute goals, plans, policies and procedures needed to achieve the objectives of education (Okoroma, 2016 in Chiemeka-Unogu, 2018).

The administration of tertiary education is the ability of a person or group of persons to influence and guide followers or other members of an organization to achieve predetermined institutional goals. This entails making sound decisions, creating and articulating a clear vision, establishing achievable goals. It also entails providing followers with the knowledge and tools needed to achieve the set goals (Green, 2015). To be an administrator in the higher institution means to oversee curriculum and instruction, and providing guidance to staff when they have questions. An administrator ensures research best practices and innovative means for the employee's in order to engage students. To be a university manager involves spending time to know the students and the staff so as to familiarize with them. According to Uwakwe (2019), the institutional administrators carry out the functions of organizing, and directing the affairs of the schools. They coordinate both the human and materials resources available in the organization. The administrator coordinates the efforts of people towards the attainment of the goals and objectives of education.

Base on the above opinions, it is expedient for the administrators of higher education to effect effective and efficient management and policy implementation of their various institutions of higher learning to enable them attain their set goals and that of the society. Managing tertiary education especially in the 21st century involves institutional administrators capable of planning, coordinating, organizing and utilizing the available human and materials resources judiciously in the institution ensuring that academic activities are conducted smoothly. It involves institutional administrator's policies that would enhance the smooth and effective conduct of academic activities by putting things under control (Asiya, 2017). They further stated that generally, tertiary institutions are charged with the production of high level quality manpower for nation's economy and development. He maintained that a nation having sound tertiary education system of high standard could be able to boost the skilled manpower for economic, social, political, industrial and technological development.

Phamel, (2018) listed three pillars on which management of tertiary education institutions must be based, they include:

- Continuous improvement of human resources.
- Involvement with stake holders in teaching-learning process.
- Involvement of students in teaching learning process. Phamel further asserted that for the above three pillars to function, the underlisted principles must be respected.
- University autonomy is to be encouraged.
- Encouraging creativity and innovation.



- Proximity policy creativity.

How to implement the policies; include using a strategic management system, additional quality management system and a social responsibility system. Managing the Nigerian tertiary education for national transformation requires effective continuous staff training and development. Tertiary Institutions as the highest level of educational system are designed to produce high level manpower. They are also known as centres of knowledge where skills, ideas and values are acquired (Mohammed, Shittu & Lawal, 2020).

Tertiary institutions are known to award academic degrees, professional certificates and advanced/higher diploma, postgraduate programmes such as masters' degrees and doctorate degrees. Higher education involves teaching, research and social service activities, examples, community development. The leaders of tertiary institutions are vital instrument in achieving organizational goals (Abari & Mohammed, 2006). The executive of the university is called Vice-chancellor. The polytechnics chief executive is called rector. Rector is the academic, administrative and accounting officer of the polytechnics, while the chief executive of colleges of education is called the provost. Provost is the chief academic head and also the accounting officer of the college machineries. (Wikipedia, 2021).

Today, higher education's throughout the world including Nigeria are concentrating on designing and implementing quality assurance mechanisms and systems which will ensure that students receive high quality and relevant education in order to possess degrees and diplomas that are widely recognized. Such recognition is essential not only by national governments and employers but also by other higher education institutions and employers internationally (Mba & Ugwulashi, 2019).

Historical development of tertiary education in Nigeria

Nigerian as a nation emerged in 1914 and there was no form of higher education institution until 1934 when Yaba College was established, its establishment was by Nigerian colonial director of education known as Mr. E.R. J. Hussey. (Ejiogu & Sule, 1986). After wards, the number of universities grown to 45 in the year 2000 to 132 in the year 2014. This rapid growth was achieved through the federal government of Nigeria privatization policy of 1991. (Ajadi, 2010; Ajayi, 2008 in Adetunji, 2015). The issue of the privatization was management strategy to solve the problems of public universities. Privatization is a policy the government of Nigeria adopted in order to solve the problems faced by the universities. The educational problems are unsatisfied access into the public universities, inadequate provision of infrastructural facilities, poor funding, incessant strikes of employees of public universities, low ranking of universities in Nigeria, disruption of academic calendar, among others (Igwe, 2019).

Wali (2007) opined that the implication of private tertiary institutions is that, it decreases the involvement of government in the provision of funding and regulation of education and reducing the number of individuals making use of government owned tertiary institutions. Therefore, the



need for Nigeria University to produce appropriate human resources and to be on the same footing with their counterparts around the world has called for their evaluation and quality improvement. The Federal Government of Nigeria aimed to encourage private investors to set up their own finance, structure, academic teams to manage universities effectively. Therefore, in accordance with the Federal Military Government of 1974 Decree No. 1, the regulation that the ministry of education (MoE) and National Universities commission (NUC) was established to govern and regulate all public and private universities in the country to offer undergraduate and postgraduate programmes (Obasi, 2006, p.18).

LITERATURE

Concept of Management

Management is a veritable tool in every organization or institution.

The word 'management' is derived from Latin word 'managgiare', which means to handle a horse. The meaning of management implies, being in- charge of or taking responsibility of something, but there is clearer definition than this. (Dictionaries.com, 2021). Management is defined as getting things done through an individual or group of people thereby stressing about leadership component. (Adetunji, 2015). According to Anunobi (2018), management is an effective and efficient organization and utilization of available human and material resources in a certain system with the purpose of attaining the set goals of that system. In the views of Henry Fayol cited in Nwagwu (2018), sees management to involve five elementary functions, planning, organizing, commanding, directing, and controlling. These elements are also known as managerial functions. Managers of tertiary institutions are expected to possess capabilities that enables them to manage the system as expected of them.

Management according to Abba, Anazodo and Okoye (2004) simply means getting work done with materials and human resources respectively. Management is the process of planning organizing, directing and controlling in an organization to achieve both individual, group and organizational goals. The process of planning, organizing, directing, controlling and evaluating is to accomplish predetermined objectives of an institution through coordinated use of human and materials resources. Amirize and Igwe cited in Ololube (2018). Management in tertiary institutions is the ability of a person or group of persons saddled with the responsibility to control, manage, and to organize both human and material resources in tertiary institutions. (Ameen, Olowoselu, & Dauda, 2018).

Concept of Challenge

Dictionaries defined challenge as the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore test a person's ability. It is a demanding task that calls for special effort or dedication.



Concept of Educational Management

Educational management is defined as the identification, organization and coordination of human, materials, physical and fiscal resources as well as other available education programs using them judiciously towards the achievement of objective of education (Yusuf & Afolabi, 2014). According to Mishra (2008), educational management is the process of utilizing appropriate materials in a way to promote effectively the development of human qualities. This implies that educational management is the management of human and education materials resources in education by higher qualified personnel in order to achieve educational goals and objectives. Therefore, educational management is therefore a process of applying various techniques and skills in planning, organizing, forecasting controlling and coordination by administrators, teachers, students and all stakeholders to achieve educational goals and objectives.

Concept of Education

The concept of education according to Owhondah (2018) is the process by which people achieve the following: economics efficiency and effectiveness, development of manpower resources and cultural change. Nebechukwu (2012) defined education as a process by which an individual acquires physical and society capabilities demanded by the society in which he/she is born into to function optimally. This implies that education is a means by which society transmits its culture, values, and ideals to the young ones. It is a means by which the society draws out the best in the child's body, mind and spirit. Education develops man power especially in tertiary level.

Tertiary Education

Section five (5), of the National Policy of Education (NPE, 2004) defined tertiary education as education after secondary education, in colleges of education, polytechnics, monotechnics and universities and those institutions offering correspondence courses and allied institutions. (Wali, 2007). According to Ogbu, (2018), tertiary or higher institutions are institutions of higher learning where students advance after post basic education. Such higher institutions are universities, polytechnics, monotechnics and colleges of education to mention but a few.

Concept of quality

According to DuBrin (1997) cited in Asiyai, (2017), quality is a desirable attributes of a product or service that distinguishes it for the individual seeking the attribute. DuBrin maintained that good quality should possess the characteristics of conformance to expectation, conformance to requirement, excellence and value and loss of avoidance. Asiyai, (2017) defined quality as a measure of how good or bad the products of higher education institutions in Nigeria are in terms of their academic performance and meeting established standards. Article of the world declaration on education (2003) defines quality as a multi-dimensional concept which should encompass all functions and activities in schools, such activities of higher educational institutions have been highlighted as teaching, research and scholarship, community service, staffing, students, infrastructures and educational equipment and the academic environment.



Quality Assurance

Quality assurance is the process of maintaining standards in production and services through inspection or testing of samples (Asiyai, 2017). In line with this, Ayodele & Abiodun (2008) added that quality assurance involves the quality of available instructional materials for teaching, equipment, facilities, school environment, students, curriculum, and quality of teachers/lecturers.

Quality assurance is designed to prove and improve the quality of an institution's methods, educational products and outcomes (Oyebode, Oladipo & Adetoro, 2004). These educators maintained that quality assurance in tertiary education is the development of minimum standards as regards the qualification of teachers, the quality of teaching in institutions and development of management process. The development process for education will involve the entire sectors being stronger in operating policies and procedures which will be well documented and adhered to.

Quality education

Quality education according to UNICEF document published in the year 2000 as cited by Nebechukwu in (NECO Newsletter 2012) is a system of education that through process, structure and content produces learners who are healthy, well-nourished and ready to participate and learn. This implies that quality education is a product of quality learning, quality learning environment, quality content and quality process. To ensure quality education, every stakeholder in the education sector therefore, must set goals for quality, pursue them with all commitment and determination so as to make change in the education industry especially in tertiary education. Quality education is that education that is important and adapted to the needs of the society.

Quality in higher education refers to the worth of the inputs into tertiary education systems, lectures, instructional facilities and evaluation procedures which translates to the outputs. Majasan, (1998) in Ayisai (2017), maintained that quality education is value loaded, arguing that quality education should produce disciplined behaviour, hand work, improved cultural heritage and mutual respect within and outside the school community, if a society expects quality manpower for rapid development, and transformation, quality education must be encouraged especially in 21st century. According to Igwe (2019), quality education means that the products of institutions of higher education should be able to perform according to expected standard and compete favorably with peers in other countries of the world. Additional better management measure is when higher educational system needs improvement such as change and reform and innovation.

- **Change and reform**

The concept of change and reform are used in modern day organizational management usually when the system is not working as expected or when an institution or practice needs to be improved. (Nkwor, 2018). He added that the need for tertiary education reform in Nigeria become necessary with the systems failure to achieve its set goals in the economic and socio-political developments. Dictionaries defined the word "reform" to come from Latin origin meaning, improvement or amendment of what is wrong, corrupt or unsatisfactory. Reforms are conscious



attempts by educational leaders to restructure the system for the realization of educational goals. Government has focused on reforms in the management of tertiary education in Nigeria; one of these reforms is in the area of quality of assurance which is subject to external and internal inspectorate mechanism.

There are reforms in educational policies, example, National Policy of Education (NPE). There is another reform in the area of instructional curriculum which involves the introduction of entrepreneurship education into Nigerian Tertiary institutions by National University Commission (NUC). This course aims at equipping graduates with entrepreneurial values, skills, attitudes and the capacity to think creatively and rediscover new ways of doing things. (Nwiwu, Onuoha & Ajileye, 2017). These authors maintained that entrepreneurship education enables graduates to find ways of creating jobs and generating wealth both for themselves and others. For instance, post graduates students in Ignatius Ajuru University of Education, Port Harcourt are offering entrepreneurship courses which will enable them become self-reliant after school or even during the process of schooling.

- **Innovation**

According to Sani (2014), innovation and dynamic management is suitable management to implement in tertiary education institutions in Nigeria. The author further asserted that higher education institutions are knowledge organizations and should keep in mind the following in their management practices.

- Empowering people centric practices.
- Clear policy on talent attraction and retention.
- Trusting practices and not suspecting
- At the same time, employees must be responsible for due discharge of their duties and realization of goals of the organization.
- Participatory and involving in decision making.
- Rules should be conducive towards building a learning organization.
- Careful selection of the leaders/dean.
- Competitive pay and merit based performance management.

Agha and Afangideh (2019), defined innovation as new ideas, creative thought, new imaginations in the form of device or method. It is often seen as the application of better solutions that meet new requirements, unarticulated needs or existing market needs. The authors stated that innovations are not just represented by introducing or implementing new ideas and methods, but submitted that innovations are processes that involve multiple activities to uncover new ways to do things. Administrators in the tertiary education institutions, in a bid to ensure effective service delivery have introduced innovative means of registration and new school polices. These are online registration and new polices to guide registration processes and general policies on school administration. Agha and Afangideh further asserted that recently or now, the international society



has become a global village. This was as a result of the forces of globalization which came with Information and Communication Technology (ICT).

According to Akpan and Bassey (2011) as cited in Agha and Afangideh (2019), Information and Communication Technology ICT is a network which offers a steady expanding range of new services for the standardization of information. For Akpan and Bassey (2011), information and communication technology is a computer based tools used by organizational personnel in the processing of their information and communication needs. According to Sani and Saputra (2014), innovation in education is taking place very rapidly through massive use of information technology. Since higher education situations are organizations of knowledge storage, and knowledge transfer through organizational knowledge transfer mechanism, the management must be participatory and must involve all the faculties in decision making process. Management must be committed to the skill development, retention and motivation of good and experienced faculties who are the possessors of tact knowledge. Supported by Toth (2014), management of universities must keep a good balance in scientific life and politics.

Several variables act as facilitators in ensuring quality delivery of academic activities in order to maintain standards. These variables for inculcating quality are university teachers(lecturers), their qualification and experience, support services by non-academics, internal and external supervision, instructional and sanitary facilities, infrastructural facilities and Information Communication Technology (ICT). These quality indicators must be adequately provided for good quality learning, teaching, research and other functions of the university to be effectively carried out and hence assurance of quality in university.

Management of Tertiary Education in Nigeria

Management of Tertiary Education in Nigeria consists of two dimensions.

1. At the external level
2. At the internal level.

According to Oyebade (2016), at the external level, the control or the management of tertiary education is by the Federal Government through the National Universities Commission (NUC), a body charged with the coordination of University management in the country. For Polytechnics, the external management is controlled by National Board for Technical Education (NBTE). For Colleges of Education, the external management is controlled by National Commission for Colleges of Education (NCCE), (Wali, 2007). In a nut shell, NUC, NCCE and NBTE are national bodies charged with the function of harmonizing the academic activities of all the higher institutions in Nigeria in order to ensure that the minimum standards are achieved. (Whano, 2003). On the other hand, the internal management of tertiary institutions is represented by simple organogram of each institution of higher learning, highest among them is the visitor/the proprietor who is represented as the President of the Nation for Federal universities while the Executive Governor of the state is in charge of the state higher institutions or universities. (Oyebade, (2016).

STRUCTURE OF THE UNIVERSITY SYSTEM

President for Federal Universities, ←
 While Governor for State Universities
 e.g. Barrister Nyesom E.Wike for
 Universities in Rivers State.

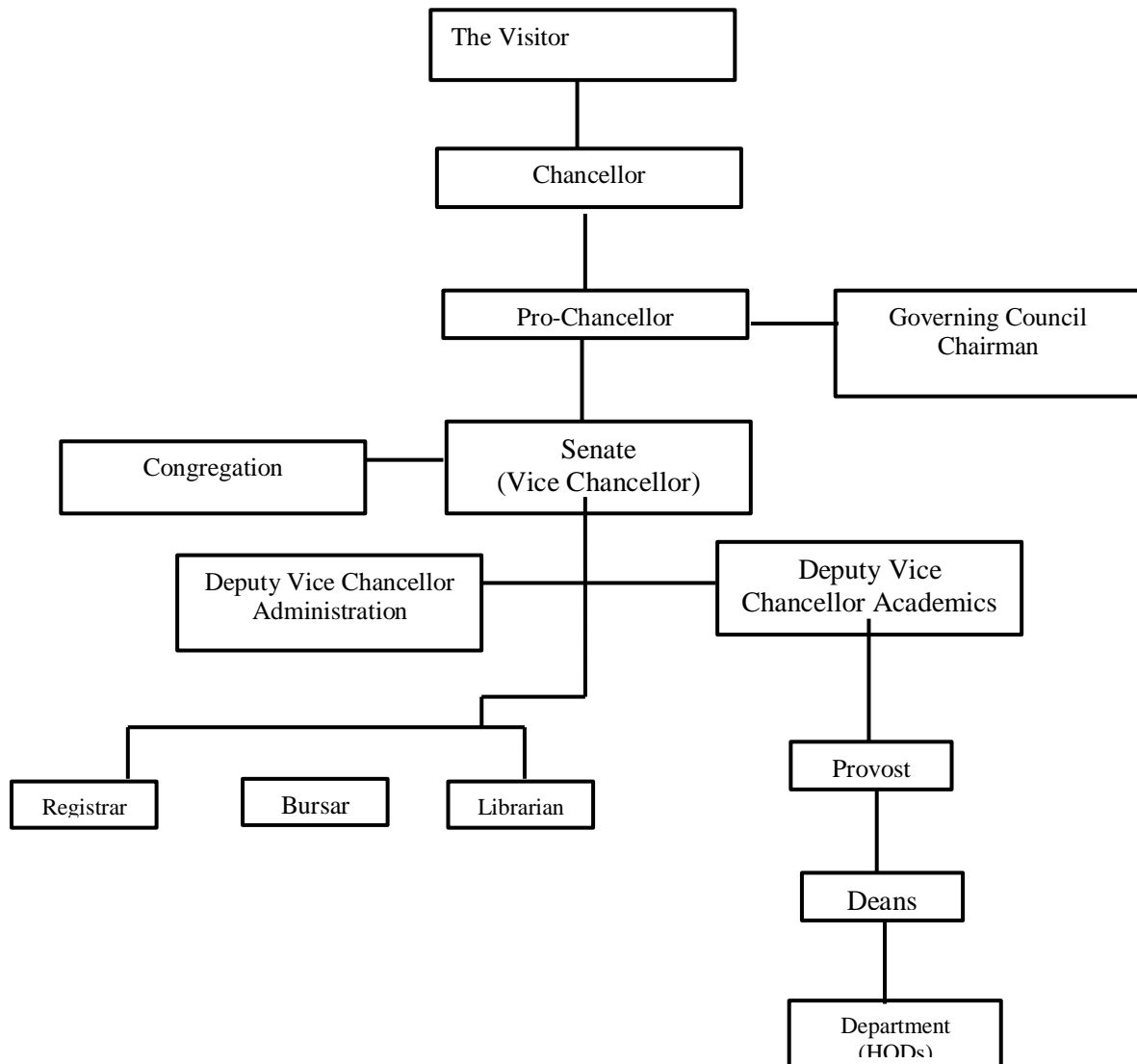


Figure 1: Hierarchical structure of university leadership

Source: Adopted from Oyebade, (2016).

The university organizational structure according to (Oyebade, (2016), include,

The university organizational structure and its functions are outlined and explained thus:

- Visitor
- Chancellor
- Pro-chancellor
- The governing board
- The Vice Chancellor
- The senate
- The Depute Vice- Chancellor
- Registrar and secretary to the governing council and senate
- The Bursar
- The university librarian/special /adviser on library services.
- Deans of faculties, Directors and Heads of Departments.
- Congregation.
- Convocation.

Visitor/Proprietor

Visitor/Proprietor is the first in the hierarchy of the University Leadership. The Visitor/Proprietor of any Federal University is the President of the Nation while that of the State University is the Executive Governor of the state. He usually comes to grace convocation ceremonies when the need arises. (Umesi 2018).

The Chancellor

The next function in the University organogram is the Chancellor. The Chancellor is appointed by Visitor to serve for (5) years on non-renewable term. His responsibility is to preside over convocation ceremonies and other assemblies of the University. The conferment of degrees, diploma certificates and other awards of the University is also his responsibility. The Chancellor shall be the highest principal officer of the proposed University. He can be a highly respected traditional ruler or a retired member of the society that has high interest in academic or a captain of an industry.

The Pro-Chancellor:

The next after Chancellor is the Pro-Chancellor. The Pro-chancellor shall be the chairman of the governing council who is responsible for overseeing the policies and operations of the university and certain particular subjects, including matters of finance, staff conditions of service and discipline, the use and maintenance of the property of the university, establishment of Academic programmes, engagement of staff and provisions of materials for utilization in the process of



functions of the university. His office tenure lasts for four (4) years and may be renewed for a final term of four (4) years.

The Vice-Chancellor

The Vice-Chancellor is the chief executive and academic officer of the university and chairman of the Senate. He has the general function as well as other function conferred on him by the university law or otherwise. He directs the activities of the university and sees to the smooth running of the university. Through university law, statutes and regulations, he supervises disciplines and monitors the efficiency and good order of the university.

The Senate

The Vice-Chancellor is he chairman of senate. The senate is the greatest decision making body on academic matters that relates to the university. The function of the senate through the approval of council and the national universities commission is to establish new campus, faculty, department, school, institute or other teaching and research units.

The Registrar

The Registrar is the chief administrative officer of the university. He is responsible for the vice-chancellor for daily administrative activities of the university. He is the secretary to the Governing council, senate, congregation and convocation and the custodian of the seal and other legal documents of the university.

Bursar

The Bursar is the chief finance officer of the administrative and control of the financial affairs of the university.

Librarian

The university librarian shall be the academic and administrative head of the university library. He is responsible to the Vice-chancellor when it comes to administration of the library services and for any other issues relating to the library services in the university.

Deans of Faculties

The functions of Deans are to supervise university faculties. The dean of a faculty is a professor elected by the faculty board.

Heads of Departments

Heads of Departments are responsible to the Vice-chancellor through the dean of faculty for coordinating; guiding and supervising, teaching, examinations, research and other activities. Each academic department of the university has a Head of Department (HOD).



Congregation

The Vice-chancellor is the chairman at all meetings of congregation the congregation provides an opportunity for members to meet and express their opinions on all matters affecting the interest and welfare of the university and its members.

Convocation

The Chancellor is chairman at all meetings of convocation which is one of statutory organs of the university. The internal managing of Nigerian tertiary educational institution also involves a team work of staff and students who are in these institutions on a day-to-day basis and are interactive with one another during different activities and functions approval by the authorities, establishing these institutions. Oyebade (2016), added that in order to ensure high standard in all the functions of the institutions, institutions of higher learning in Nigeria shall continue to employ many activities to determine the quality assurance of their programmes and institutions. These quality assurance activities include;

- Accreditation of courses by accreditation agencies.
- Approval of courses and programmes
- Maintenance of minimum academic standards.
- Monitoring of universities.
- Giving guide lines for setting up higher institutions.
- Monitoring of private universities
- Prevention of the establishment of illegal campus.
- Implementing adequate sanctions. According to Mgbekem (2004), the universities in Nigeria are managed through committee systems which are responsible to the council or the senate. Some of these committees include
 - i. Finance and general purpose committee
 - ii. Development committee
 - iii. Appointments and promotion committee
 - iv. Admissions committee
 - v. Academic planning committee
 - vi. Committee of Deans
 - vii. Research grants committee
 - viii. Ceremonies committee, among others

Management Styles of Higher Institutions

A management style is the particular method managers use in accomplishing objectives. It consists of different ways they make decisions, they plan and organize work and how they identify and exercise authority. Wikipedia (2021) identified three main categories of management styles with their variations as follows: Autocratic, Democratic and Laissez- Fair.



(1) Autocratic Management Style:

This is the most controlling of the management styles. This type of management style consists of persuasive authoritative, and exploitative. Decision making is done only by the autocratic managers, employee's ideas and contributions are not considered. Roles and tasks are well defined. Workers are constantly checked and supervised. The autocratic style of management is beneficial in organizations that are hierarchically structured. The employees that benefit from this style of management include, new employees, unskilled unmotivated workers; as they need the supervision and clear direction. Managers benefit from autocratic style of management in time of crises or serious time constraint. The variations of autocratic management style include:

- **Authoritative Style:**

In this style of management, managers dictate orders to employees and expect them to be loyal. This involves continuous teaching and coaching of employees together with constant supervision. There is no trust in the employee.

- **Persuasive Style:**

This management style establishes high level of trust between the manager and the staff but the manager still decides for the staff.

- **Exploitative Style of Management:**

This type of management style is highly exploitative in nature. The manager still makes all decisions for the staff and treats them in a condescending way.

(2) Democratic type of management:

In this management style, managers involve staff in decision making. The variations of this type of style of management include, consultative, participative, and collaborative. Communication is both top-down and bottom-up and makes for a cohesive team. The staff feels valued because they are allowed to contribute their ideas. They become motivated which increases productivity.

The variations of democratic style of management include;

- **Consultative Style:**

In this management style, manager seeks the opinions of the staff. Employees are involved in decision making

- **Participative Style:**

This is one of the variations of democratic style of management. Management trusts the staff completely, seeks their opinions and also act on them. They work together to make decisions as a group and the employees are highly involved. This staff involvement in the management results to staff motivation and job effectiveness.



- **Collaborative Style:**

In collaborative style of management, managers communicate so much with the staff and make decisions by the majority while the team takes ownership. But the manager or the administrator takes control of the final decisions.

(3) **Laissez-Fair:**

In this type of management style, the staff are highly skilled and do not need supervision of the management. Decision making and problem solving are done by the employees, only. Variations of laissez fair style include, declarative style; examples of laissez-fair management style are teachers, creative, and teams designers. This type of style of management is highly innovative and creative. It may bring about low productivity and loss of direction since there is no supervision of staff by the management.

- **Declarative Style:**

As the name implies, the manager assigns tasks to the staff with little or no direction and expects the staff to achieve results of their own initiatives. This style may result to low productivity since employees take full responsibility of their work areas only without manager's guidance and direction.

Measures for better Management of Higher Institutions

Effective management

Higher institution managers should involve the issue of using effective management for tertiary education to ensure effective teaching and learning, research, community development and relationship. This is one of the roles expected of the tertiary institutions' administrators to enhance the creation of new knowledge and innovation for overall socio-economic empowerment of individuals and community development (Olayemi, 2014).

Globalization

For better management of tertiary education, globalization have to be adequately infused into the curriculum of tertiary education in a way that it should help to restructure or reshape the learning, teaching processes, curriculum development, funding and management of tertiary education. Thus, the knowledge and impact of globalization will help prepare students for a living and life in their own societies and for competition in global economy of tomorrow (Tabotndip, 2009).

Effective leadership

Effective leadership is also required in the management of tertiary education for the achievement of educational objectives. Effective leaders are the ones who have the ability to influence others to work. They are transparent, encourage risk taking and innovation.



Challenges faced by Tertiary Education in Nigeria

Managing education at the tertiary level all over the world has continued to face serious issues that have deep implications for educational management mostly in developing countries and Nigeria in particular (Okoli, 2015). However, considering the fact that there is always increase in population and rising demand for education, a lot of financial hindrances and other challenges tend to thwart educational progress especially in higher education.

Most challenges of tertiary education in Nigeria include;

Some challenges of tertiary education in Nigeria are outlined and explained as follows:

1. Poor funding,
2. Inadequate infrastructures
3. Strike actions
4. Examinations malpractice
5. Brain-drain syndrome
6. Poor leadership
8. Lack of staff development
9. Lack of Information Communication Technology (ICT)
10. Activities of secret cults
11. Poor research
12. Corruption in the school system, and among others.

- **Inadequate Funding**

The major challenge facing the management of tertiary education system in Nigeria is inadequate funding (Oyeneye, 2006; Adegbite, 2007 cited in Umesi, 2008). More so, Ajayi and Ayodele (2002) in Umesi, (2018) state that there was increase in the production of total expenditure from the total fund allotted to education but considered inadequate since there has not been corresponding increase in student enrolment and increase in cost affected by inflation. The resources needed to meet growing demand for tertiary education is not available. Also lacking are funds for building, equipment and other valuables. This also affects the payment of employee salaries on time which initially conflict between the various staff union and the government. This insufficient funding of higher education leads to poor performance of student and the school itself. Lecture theatres, laboratories, classrooms, workshops and libraries are in short supply. Other amenities like electricity, water, good hostel accommodation and medical care are in poor state. This hinders also student performance.



Bamiro and Adedeji, (2010) in Igwe (2019) opined that the quality of education is determined by the quality of fund developed. Funds are used to provide quality facilities like quality staff personnel academic content, training and retraining of staff. Lack of fund has reduced the quality of teaching, research development and quality facilities, lack of all these has reduced the quality of education provided in higher education of leaning.

- **Lack of resources**

Lack of resources means inadequate materials and man power put in place in tertiary education institutions, infrastructures such as science laboratories, workshops, student hostels, libraries, Lecture Theater, inadequate classroom, lack of medical care, electricity and this affects the quality and management of tertiary education institutions.

- **Strike Actions**

Higher institutions in Nigeria are not stable as a result of strike actions. There are financial crises between the different staff unions and the government, and students' excesses, such as riot, and other matters that involve strike or temporal shut down of institutions strike actions delay the stable operations of the higher institutions. (Dinim, 2018). They added that strike is great hindrance militating against the provision of unhindered quality higher education in the country. Different staff unions in a tertiary institution always threaten to go on strike, while others are already on it. These staff unions include: Academic Staff Union of the University (ASUU), the senior staff Association of Nigeria Universities (SSANU), Academic Staff Union of Polytechnic (ASUP) and the Senior Staff Association of Nigerian Polytechnics (SSANP), among others. All these strike actions hinder academic calendar.

Examination Malpractice:

Another disturbing issue of our Nigerian tertiary education is examination malpractice. Wali (2007), defined examination malpractice as cheating at examinations or any act intended to benefit or give undue advantages to oneself or another by deceit or fraud, before, during and after an examination. Wali added that some of the causes of examination malpractice in Nigeria include;

- Fear of failure in examination
- The quest for paper qualification
- The need to get rich quick
- Inadequate motivation of teachers
- Poor teaching
- Lack of adequate teaching facilities
- The need to improve the status of a school
- Overcrowded sitting arrangement in examination hall
- Student's inability to cope with their studies.
- The need to meet parent's high expectation.



- **Brain-drain syndrome**

Brain-drain is another challenge that face tertiary education in Nigeria. Brain- drain refers to mass exodus of brilliant and talented lecturers (academic staff) from Nigeria tertiary institutions to overseas universities or equivalent institutions where they are better motivated and valued. (Akindutire, 2004 cited in Umesi, 2018). Many factors have caused brain-drain syndrome, one of these factors is low level of academic salaries during the past decade and the declining financial alteration of university employment in comparison to other opportunities. Another cause of brain-drain is raising workloads associated with staff/student ratios. The resultant effect of brain-drains is that the broad aim at producing high level of man power from the system for national development cannot be achieved since the best brains are leaving the Nigerian university to other countries and for better opportunities. Saint et al., (2003) among others.

- **Poor Leadership**

Another challenge that affects the management of tertiary education in Nigeria is poor leadership. This is both at the government level and institution level. The government of the country has not shown enough commitment to higher education development due to improper budgetary allocation and disbursement to education. Similarly, leadership of some Nigerian administrators has been affecting the development of tertiary education in Nigeria, poor leadership of some higher institutions are as a result of non-involvement of staff union members in decision making. Ogunode and Abubakar (2020) opined that school administrators appointed to manage most of the higher institutions in Nigeria are weak and do not have managerial ability for higher institutions. It was observed by Udida et al., (2009) that some individuals appointed as vice chancellors, rectors or the provosts of some higher institutions lack administrative potentials, such as charisma, good human relations, administrative knowledge or skills, integrity among others. As a result of poor leadership and ineffective style of administration, many programmes of activities are not carried out in such institutions such as provision of grant for research and publications, neglect of staff welfare, inadequate control of staff and students, no vision for the higher institutions, no zeal for supervision and monitoring of institutional activities. This poor leadership can affect the work and performance of workers.

- **Lack of staff development programs.**

According to Ogunode and Abibakar (2020), inability of most staff development programme was as a result of inadequate funding. A research findings from Chukwuma et al., (2015), revealed that significant relationship exists between staff development and the productivity of academic staff in terms of research, teaching and community service. Therefore, they concluded that in-service training, and attendance of conferences and workshops influence, the output of academic staff.

- **Lack of Information Communication Technology.**



Another challenge facing higher education in Nigeria is lack of information communication technology facilities. The Nigerian government adopted the integration of ICT facilities in educational practices in order to improve teaching and learning, enhance research, enhance collaboration among students and improve quality education but it has been observed that the ICT facilities are in short supply in all levels of education especially in tertiary institutions. (Asiyai 2017). Nigerian higher education suffers for underfunding, corruption & fund misappropriation. Despite the fact that federal government has increased the budget allocated to higher education, it is still severely underfunded. This causes deterioration of many universities, and decreased quality of education when money gets into the universities, it is misappropriated.

- **The activities of secret cults**

Secret cult activities hinder the progress of higher educational institutions. Dinim (2018) stated that cult activities have been a major challenge of Nigeria tertiary education for so long. Campuses all over the country have reports of cult groups whose activities often end in social mishaps and crises that threaten academic work. According to Wali (2007), secret cult's activities do not have effect on the higher institutions only but have effects on individuals themselves and on the society at large.

- **Poor Research development**

Research is very important in higher institutions of learning yet it is not accorded a priority by the administrators of tertiary education. According to Yusuf (2012), research in Nigeria's institutions of higher learning, be it the universities, polytechnics and colleges of education has not made real impact on the technological advancement of the country and the socio-economic well-being of its citizenry. He added that the constraints hindering the realization of research goals in the higher education sector include, inadequate funding, poor motivation, poor or obsolete research infrastructure, and brain-drain and over workload resulting from students over population. These short falls have also generally led to low research productivity.

Corruption in the School System

Corruption is one of the challenges faced by our tertiary education. According to Adesina (2020), corruption is not only a monster, but the norm and part of the culture in the Nigeria. Despite the fact that meager resources are allocated to the educational sector, yet they are mostly not judiciously used. It was in the bid to solve this problem that the government introduced the Integrated Personnel and Payroll Information System (IPPIS), but this body could not solve the problem.

Consequences of Tertiary Education Challenges:

Nigerian tertiary education challenges have consequences which include:

- (1) **Consequences of inadequate funding:** The under- funding of Nigerian tertiary education has many adverse effects on academic performance of both lecturers and students. According



to Ogunjobi & Fagbami in Samuel et.al (2021), the effect of under- funding has resulted to inadequate man power training and development, poor research conduct for both the lecturers and the students, insufficient ICT facilities and libraries, poor condition of service of both academic and non-academic staff, delay in payment of salaries and other emolument of teaching staff especially in some state higher institutions. Supported by Famurewa (2014), the dwindling of financing tertiary institutions has led to brain drain syndrome, a fall in the decrease in laboratory practices and practical classes, strike actions between the Government and Academic Staff Union of Universities (ASUU) which has affected adversely the standard of education in Nigeria.

- (2) **Consequences of poor and inadequate infrastructure:** Poor and insufficient school infrastructure negatively influence students learning and schooling outcomes in tertiary education. According to Amadi & Ohaka (2018), it reduces lecturers performance in teaching, it also limits the level of students' understanding.
- (3) **Consequences of strike action:** The adverse effects of strike actions in tertiary education include reduction in the academic performance of students. It leads to examination malpractice, because strike reduces mental abilities of students as they spend more time at home than at school. (Egwu 2018). This implies that strike actions affect academic calendar of tertiary institutions and also affects the standard of education.
- (4) **Consequences of examination malpractice:** According to Wali (2007), examination malpractices generate false information about the student. It also results to poor academic performance on the student. Examination malpractices lead to cultism. This implies that objective of conducting the examination for the purpose of accessing student achievement is defeated. Examination malpractices lead to production of low quality students that cannot even defend their certificates anywhere.
- (5) **Brain –drain syndrome consequences:** Brain –drain effects on the administration of higher institutions include, high student –teacher ratio, shortage of academic staff, poor development, and poor programme development respectively.(Ogunode et al. n.d). The over-all effect will lead to poor quality education.
- (6) **Consequences of poor leadership:** Poor leadership is the root cause of high employee turnover, low morale to staff and inability to meet educational goal. The quality of education is also hindered.
- (7) **Consequences of lack of staff development:** Lack of training and development for staff affect their competence in handling their jobs effectively. It also leads to production of half -baked students that cannot defend themselves academically anywhere.
- (8) **Consequences of lack of Information Communication Technology facilities:** Lack of or insufficient ICT facilities in tertiary institutions can affect both the teaching staff and the students because it can make teaching –learning uninteresting, brings about poor research development and poor quality education.



Consequences of cult activities: The adverse effect of cult activities in tertiary institutions in Nigeria is alarming. Mediyanose (2002) identified these effects to include, disruption of an academic calendar, loss of lives, destruction of infrastructural and learning facilities, and insecurity in the learning environment. Cult activities also bring fear, lack of peace and threats in the learning environment. It affects student's academic performance negatively.

(10) **Consequences of poor research:** The effect of poor educational research is that it hinders the quality of teaching -learning especially in tertiary education. It makes both lecturers and students not to apply their knowledge to practical situations. This implies that less new knowledge will be created and preserved for future use and students cannot compete favourably with their counterparts in other countries with less quality research developments.

(11) **Consequences of corruption:** Corruption hinders the quality of education and leads to fall in tertiary education standard. Institutional leaders who are corrupt can breed both lecturers and students who are corrupt, unqualified staff can be employed in the institution resulting to production of half-baked students.

Possible Solutions to the Challenges of Nigeria Tertiary Education

The ministry of education and other governing bodies of the education system in Nigeria need to consider the vital roles played by higher institutions in shaping man power necessary for the country's development. Having the understanding of these roles, our education authorities will cause the willingness to restructure and set the tertiary institutions in Nigeria up to standard. However, these solutions include,

- **Increased funding from the government and through other means:** It is vital for the federal government to increase allocation to education sector, especially tertiary education.(Omolayo 2019), Tertiary institutions can enjoy adequate funds by devising the means of raising their own funds or revenue internally through profitable investments. They can also involve philanthropists to raise enough funds for them. These funds will go a long way in training the staff members and will enable the administrators provide conducive working environment necessary for teaching learning process.
- **Educational resources available demand good management:** According to Akpan (2015), these educational resources include, human resources, financial resources, material resources, time resource, among others. Good management of educational resources in higher education needs effective and dynamic leadership. These institutional administrators will be able to harness all these resources in order to achieve desired goals. For example, setting up infrastructural facilities needed for different programs of tertiary institutions offer will take place. Maintenance culture should be applied at the right time in order to reduce the decay of the existing facilities. Well- equipped libraries should be maintained.



- By encouraging quality research and innovation: Considering the vital roles played by research in higher institutions of higher learning, the government should allocate more funds for research development to increase high research productivity.
- To minimize brain-drain syndrome: Salary structure of lecturers should be improved to minimize brain -drain syndrome. Academic and non academic staff should be motivated enough in order to retain them and to perform their duties effectively.
- The government should discourage strike actions in higher institutions: This can be done by allocation of sufficient funds needed for educational sector by the government. Good working conditions for both academic and non academic staff should be put in place.
- Technologically based curriculum should be introduced and sustained in tertiary education programmes, for example, entrepreneurship courses, internet, and computer studies among others.
- Cult activities should be monitored: The government and the management of higher institutions should jointly fight cult activities in order to maintain peace and order in the schools. (Akpan & Etor 2015). Security personnel and other appropriate measures should be put in place in order to curb them for safety.
- Examination malpractice should be zero tolerance in institutions of higher learning: The school authorities should penalize both the lecturers and the students that are involved in such activity. The dangers of examination malpractice should be communicated to the students before the commencement of any examination in the school by the school authorities
- Encourage staff development programmes: Staff of higher institutions needs to be developed constantly in order to promote the acquisition of skills, knowledge, or attitude needed to meet both individual and organizational goals. The proprietors and the management of tertiary institutions should ensure that staff development programmes are organized periodically to maximize their effectiveness in the institutions, this will contribute to improvement of academic performance of students.
- Availability of Information Communication Technology facilities: Tertiary institutions should be equipped with modern and advanced technological infrastructure to enable the effective use of appropriate technologies needed for teaching and learning programmes. (Iiov & Wombu 2019). Government attention should be needed to this effect especially in the area of funds and technological resources provision for sustenance of tertiary education.
- Discouragement of corruption: Continuous monitoring and inspection of tertiary institutions should be carried out by Federal Ministry of Education and other related bodies' in-charge. This will go a long way in check-mating those institutional administrators with unethical characters.
- Appointment of effective and professional institutional leaders: Effective and professional institutional leaders are leaders who take initiative to implement innovations, build on past circumstances, and expand on prior and existing successes in higher institutions. (Ololube



2019). These are leaders who have quality characters and can always address the concerns of staff in order to attain educational goal.

According to the national secretary of the Nigerian Union of Teachers, (NUT), Mike Ene in Adesina, (2020), education should be given top priority in resources allocation since no nation can rise above the level of its education. The government should give necessary attention and support for education sectors especially tertiary institutions of higher learning. Workers should be considerate too and be ready to make sacrifices and shift ground where necessary. Also, TETFUND, the Interventionist agencies must be supported to discharge their obligations.

CONCLUSION

It has been recognized that the importance of tertiary education in contribution to organizational manpower and national development cannot be underrated. It is therefore necessary that the management of tertiary education be given a top priority in fund allocation by the government and the authorities concerned. All the challenges encountered by the management of tertiary education should be carefully looked into and attended to by Federal Ministry of Education and other bodies that are in charge of tertiary education management. However, Nigerian tertiary institutions can try to internally generate revenue (IGR) to fund and support their research departments and other necessary endeavours in the school. This will help to improve their research outputs, as well as lecturers and students outcomes respectively,

SUGGESTIONS:

Based on the discussion of the paper, the study therefore suggests that;

1. The government should make adequate funding a priority for proper functioning of the Tertiary Education.
2. Higher institutional administrators should be carefully appointed for effective management and leadership.
3. School plant should be properly managed and optimally utilized for actualization of education aims and objectives.
4. Both academic and non-academic staff should be developed and well motivated to ensure sustenance, quality and improvement in management of higher education.
5. High quality research should be conducted in tertiary education to ensure quality products and outcomes. The institutions can raise funds or revenue through Internal Generated Revenue, (IGR).
6. Policies should be made and implemented base on research findings and not on personal interest for improvement and positive changes.
7. Supervision, accreditation and re-accreditation should be carried out periodically by bodies' in-charge in order to ensure sustainability of the infrastructures and standard of education.



8. Effective monitoring of the management of funds that are allocated to tertiary institutions in order to minimize mismanagement of funds and corruption should be carried out.
9. Adequate funding is needed in the management of tertiary institutions. This will go a long way in solving most of the problems that face higher education such as issues of infrastructural facilities and their maintenance, staff welfare, among others.
10. Tertiary institutions should devise their own way of generating funds or revenue internally. They can set up viable investments to raise funds.

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