

# **CRITICAL EXAMINATION OF POLITICS AND QUALITY OF TERTIARY EDUCATION IN NIGERIA**

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## **Abstract**

In civil societies, tertiary education does not operate in isolation of politics. For politics is the avenue through which Stakeholders shape and control tertiary education. Meddling with Nigerian tertiary education however is internal and external politics. These politics are more of intrigues as they involve crafty plots to achieve sinister ends. As such, politics in Nigeria direly impact on the quality of tertiary education and surround the present quality claim of tertiary education institutions with doubt. This paper examines politics and quality of tertiary education in Nigeria. The study exposes the diverse political intrigues that surround Nigerian tertiary education and the dire effects of these intrigues on the quality of tertiary education in the country. The study finds that based on these political intrigues, tertiary education is now among the fast deteriorating sectors in the country. The study however offers epistemic and valuable solutions to the waning quality of tertiary education in the country. The paper then concludes that Nigerian tertiary education can be qualitative again when successive governments adequately fund education sector, monitor implementation of tertiary education policies and ensure tertiary education autonomy and staff motivation.

## **Introduction**

Politics everywhere shapes and controls tertiary education policies, systems and programmes. This is evident in the staffing, funding, decision making, policy formulation and implementation that surround tertiary education sector. Tertiary education is driven by politics played by education Stakeholders and those in Government (Ozochi, 2008). As such, tertiary education cannot be said to enjoy autonomy despite the purported management control claimed by tertiary education institutions over school activities and the academic calendar (Omoike & Ogunu, 2007). This reality was understood by both Plato and Aristotle; hence their earlier concern about the interrelated effects of education and politics as social institutions (Stumpf, 1994). This relationship notwithstanding, many nations still draw a strong line on where politics must end in order to pave way for professionalism in educational practice. This important line is presently not drawn in Nigerian tertiary education sector despite Government's acceptance of the importance of tertiary education in national development (FRN, 2004). Obviously, there are ongoing political intrigues in the tertiary education sector, and these intrigues are consistently leading to unsavory educational practices that currently weaken the quality of tertiary education in Nigeria. For instance, the quality of tertiary education in Nigeria is indeed on a gradual decline whether in terms of input, process, output or learning environment. The evidences of these deterioration

according to Aladegbola & Jaiyeola (2016) are obvious in the “lack of adequate infrastructure, high rate of school dropouts, mass failures in external examinations, brain drain of lecturers and students, perennial industrial actions by various unions” in the tertiary education sector.

The political intrigues influencing the quality of Nigerian tertiary education is both internal and external. Referring to the external aspect, Abiogu and Enemuo (2007) observed that Nigerian leadership politicks with tertiary education sector and treats it as “no man’s land, where every old woman plants mushroom anyhow”. This reaction is propelled by Government’s compensation of cronies who have no business in education with important tertiary education offices. Chinweuba (2018) thus revealed that despite the fact that tertiary education is the most vital tool and pivotal drive for optimum development, the attention Nigerian Government is paying to quality education is consciously minimal. This is evident in the paltry budgetary allocation and poor funding of tertiary education coupled with neglect of the needs of tertiary education institutions (Ewelu, 2005). The impact of this is glaring in the dilapidating facilities in these institutions and the low morale of the Staffers of tertiary education institutions. Thus, there is a geometric growth in the number of poor quality but “certified graduates” whose contribution to national development is pragmatically minimal.

The impact of external politics notwithstanding, the politics surrounding the internal operations and mechanisms of tertiary education institutions stand as the ‘last straw breaking the Carmel’s back’. At this level, nasty politics is visible among administrators of tertiary education in their clamour for and to retain their candidates. Some of these administrators of tertiary education institutions, lower the quality of their programmes to satisfy their students and still deprive their students and institutions of adequate and skilled manpower and expected standard in order to achieve egoistic and financial ends. As such, the purported worthiness of tertiary education in the country appears to be mere ruse lacking substantial prove. With the fast deterioration of quality in the sector, Nigerian tertiary education is at the moment suffering quantum set-backs and plunging into a state of comatose. The National University Commission (NUC) in Okebukola (2002) admits this state of affairs reporting that tertiary education in Nigeria is performing below expectation. Consequently, well-to-do families are now sending their wards outside the country to acquire quality tertiary education while patriotic Nigerians are calling for full autonomy, Government funding, supervision and provision of the needs of tertiary education in the country.

### **Conceptual Analysis**

The major concepts in this treatise are politics and quality of tertiary education. Although the word “politics” came from the Greek word “polis” which means city, city-state, state or society, it has acquired new meanings because of the changing political environments and crafty plots associated with the word in present time. The word “politics”, connotes political intrigues which involve plots by stakeholders to achieve their sinister ends. The word “politics” also incorporate decision making regarding how a society and its diverse sectors should be, as well as when, how,

why and who should determine what is to be done (Elijah & Ette, 2018). Therefore, politics is the exercise of power within a geographical area.

In addition, politics is also understood as the “scramble for authoritative allocation of power, influence and resources in a given political entity” (Aguba, 2006:159). In congruence with this meaning, Enminue (2001) referred to politics as the struggle for power which enables the possessor to determine what policies a group or state should carry out. These meanings thus point to politics as corroborating the entire tussle which precede and surround any decision of government (Jouvenel, 1957). As such, politics is associated with running a government or an organization; it indeed refers to governance which involves authoritative allocation of resources and values (Magstadt, 2009). It is as well the totality of the activities of government and its workings which meddle with every sector of the society (Appadorai, 2004). By implication, politics impacts direly on the quality of Nigerian tertiary education because of the political intrigues characterizing social relations and administrations in the education sector.

Quality of tertiary education however points to the accuracy, excellence and superior grade of the programmes, facilities and environments of tertiary education. These programmes are the contents of the curriculum, extra-curricular and extra-mural/extension activities that subsists in tertiary education. The quality of tertiary education is also visible in its ability to achieve the goals of tertiary education. Such goals include training a high level relevant skilled manpower and contributing to sustainable national development (FRN, 2004). Quality of tertiary education is therefore the superior and adequate grade of tertiary education programmes that guarantee proper values and full development of the intellectual capacity of students for human self-reliance and societal survival.

Quality of tertiary education also extends to the accuracy, excellence and superior grade of the means of imparting educational contents or programmes. As such, it points to the adequacy and superior level of students and staff research, development programmes, generation and dissemination of knowledge and access to educational needs. The quality of tertiary education thus includes the presence of accurate, superior, adequate, effective and efficient instructional materials, teaching and learning process, supervision of instructions, adequate learning environment and funding of teaching and learning processes. It also extends to intensification, diversification and improvement of tertiary educational programmes and facilities, incorporation of professional courses and use of adequate, efficient and improved facilities, methods and techniques of teaching in tertiary education. In this quality, teachers in professional fields are prone to relevant industrial and professional experiences.

### **Politics of Quality Facilities**

Availability of adequate quality educational facilities is an important feature of quality tertiary education. Facilities are the required human and material resources in the school system that enable teachers perform their instructional functions and enhance students’ better understanding

of subjects being taught (Etuk, 2007). Sadly, availability of educational facilities in Nigerian public tertiary education sector is generally politicized. This is because it is surrounded by political intrigues involving schemes by stakeholders to achieve their sinister ends. Thus, contracts; infrastructural development and recruitment of staff within the public tertiary institutions are now subject to political intrigues and maneuvers in favour of politicians and their loyalists. Based on this, these contracts are often undone or haphazardly done. Sinister politics also surround Government budgetary allocation and funding of the education sector. Congruently, Iseolorunkanmi, Rotimi, Adebola, Lawal, Nweke & Adebis (2021) hold that “the budgetary allocation to the education sector in Nigeria over the years has been below the UNESCO minimum benchmark. In comparative terms with other African countries, many smaller countries in Africa spend more on education than Nigeria”. Consequently, what we see today are inadequate and poor facilities as well as poor maintenance culture that now put pressure on the existing facilities; leading to poor learning and inability of the school administrators to perform their management tasks (Etuk, 2007).

Worst still, days are gone when recruitment of staff are publicized in the media. Recruitment of potential staff is now politically induced. Along with this is the Government appointment of political officers to man different parastatals and establishments in tertiary education sector. Congruently, Abiogu (2010) documented that “education ministry and its agencies, either at the federal or state level or both, are being manned by lawyers or medical Doctors, or by political thugs or someone whose professional inclination does not have relevance to education”. Onwurah (2007) in agreement alleges that lawyers and freshmen from schools who lack experience and expertise are also appointed into sensitive tertiary education positions. With these personnel who have no business in education, Nigerian tertiary education is now considered as a “no man’s land, where every old woman plants mushroom anyhow” (Abiogu & Enemuo, 2007:36). Despite this, Nigerian tertiary education is not only poorly staffed but understaffed.

The politics of quality facilities is not however absent in private tertiary education institutions. Most of these institutions lack adequate and quality facilities needed for quality education. And because most of the administrators of these institutions are politically connected, the deficiency of their tertiary institutions is often overlooked by regulatory bodies. Indeed, the political intrigues going on in the education sector is largely the rationale behind the endless establishment of new tertiary institutions in the country. Adewole (2001) remarks that this politically induced increment in the number of tertiary institutions in the country is not however *in tandem* with the absorptive capacity of the economy; hence Government’s poor funding and neglect of the needs that guarantee quality in the tertiary education sector. Such needs are adequate funding of tertiary education, prompt payment of salaries and arrears, direct teaching, excess work load and research costs as well as due promotion of staff (Okebukola, 2002). Based on political intrigues, these new tertiary education institutions are endlessly established without minding the poor economy that cannot guarantee their adequate funding. And when eventually there is funding, only poor percentage of the country’s budget goes to tertiary education sector

(Ewelu, 2005). Yet, only a minute part from this yearly paltry education budget gets to the classrooms of tertiary institutions (Dike, 2003).

Hindering the quality of tertiary education is also Government policies that incapacitate the statutes establishing tertiary education institutions in order to garner total conformity of the management and administrators of tertiary education institutions (Awe & Ajadi, 2010). Assessing these educational policies, Aladegbola and Jaiyeola (2016) contend that they have brought Nigeria into “a situation of ‘one leg forward, two legs backward’ as far as achieving qualitative education” is concerned. Often, these Government policies carry draconian sanctions like the ‘no work no pay’ that was meted on Academic Staff of Nigerian Universities (ASUU) after their 2022 eight months industrial action against the poor funding of Nigerian Universities and academia financial remuneration. Indeed, the politics played by Government in collaboration with tertiary education administrators deprives tertiary education institutions the right of setting their own goals in consistent with the interpretation of quality assurance (Awe & Ajadi, 2010).

The prevailing “quota system”, “federal character” and “catchment area system” in Nigerian tertiary education are also politics that have continued to deteriorate the quality of tertiary education in the country (Abiogu, 2010:29). Of course, these politically induced practices in tertiary institutions are in contrast with the objective reality expected of tertiary education in the global world.

### **Politics in or of Tertiary Education**

Politics and political intrigues in tertiary education are multifaceted. It starts with politics of bureaucracy among internal stakeholders. The players pose quality assurance and improvement of school programmes as their objectives, yet the aim of most of these stakeholders is to remain relevant in the general scheme of things. Worst, most of these stakeholders have limited knowledge of the realities in the classroom and the educational changes in the modern world. Too, many of them have even lost touch with vibrant staff that work daily on the implementation end of tertiary education programmes. Yet, these stakeholders are the controllers of school facilities, programmes and systems. Consequently, most of the ratings and politicking of these internal stakeholders fell short of the realities on ground. They politicize the realities in tertiary education institutions and even make coated reports to deceive the monitoring commissions and the public. Based on this, Okebukola (2002) in” Awe and Ajadi (2010) expressed concern over the good rating of the quality of teaching by most Vice-Chancellors in Nigerian Universities” and states “that such ratings could not have been an objective assessment in view of the rarity in the use of visual aids such as overhead projectors during lectures”.

Administrators’ intrigues in tertiary education also cut across adding and dropping of courses, modification of curricula, according elective and optional status to courses, recruitment, withdrawing and suspending of staff services without valuable reasons. Along this lane, internal appointments, staff duties, responsibilities, teachers’ orientations/retraining and information that

guarantee quality assurance are often politicized, manipulated or abandoned. Similar politics is also played in the allotment of periods to courses and prompt release of teaching time tables. Internal politics also encapsulates the admission of new students. Nnamani (2009) testifies that due to this internal politics in tertiary education institutions, some of these students are admitted few weeks to the end of the academic semester. This then leaves lecturers with too short a time to make any meaningful impact on them. In all these, programmes that boost the quality of education like colloquia, seminars, workshops and symposia are too politicized; hence inadequate pride of place is given to them in the school programme.

Administrators of most tertiary education institutions also politicize the teaching processes. With this politics, staffing of tertiary institutions has for long remained inadequate despite the available qualified manpower in Nigerian society. Indeed, “inadequate facilities both human and material” have been an impediment to quality tertiary education programme as “repair or expansion of old facilities face lack of fund” (Okeke. & Osuala, 2016:29). Obuasi (2011) however regrets this discouraging action of tertiary education administrators towards staffing of tertiary education because of its hindrance of seminar and lecture character of courses, and opts that course lecturers supposed to have less number of students in order to achieve effectiveness. Because of understaffing, teaching processes in most tertiary education institutions are now managed with part time and adjunct lecturers. This type of politicized management with hit-and-run type of teaching has not truly sufficed for the enormous importance of permanent quality lecturers (Obuasi, 2011). This is more so as most of these part time and adjunct lecturers hardly show up for duties. Still, not all lecturers borrowed by some of these tertiary education institutions to augment the few permanent staff are qualified, qualitative, willing and devoted. This hinders their performance and the quality of tertiary education sector in Nigeria which now appears as dumping grounds for poor academics.

Apart from these, Nigerian federal constitution allows for private sector participation in the establishment and management of tertiary education in the country. Yet, there is poor monitoring and supervision of the programmes and activities of these private tertiary education institutions by the appropriate commissions. As such, these private institutions that are more of business ventures with little or no qualitative facilities and academic programmes lord it over public tertiary institutions for candidates. The administration and operation of most of these private tertiary institutions is indeed replete with machinations to discredit public tertiary institutions in order to snatch candidates from them. Okundare, Solaja and Soyewo (2013) add that these private tertiary education institutions even embark on “circumvention of standards in the name of profits, among others” and calls for “government regulation of tuition fee in both public and private institutions, mandatory entrepreneurial studies for undergraduates, guide against gender, religious and academic qualification discrimination, restoration of rigor and commitment in Nigerian tertiary institutions”. Display of these intrigues in private and even public tertiary education institution has indeed degenerated to a situation where tertiary education

administrators plot to admit more students than others basically because the number of intakes determines the financial acquisition of these administrators.

### **Politics of Tertiary Education Commissions and Quality Assurance**

The commissions responsible for the quality of the three main tertiary education institution in Nigeria are three. They are the National Commission for Colleges of Education (NCCE), National University Commission (NUC) and National Board for Technical Education (NBTE). These agencies are meant to advise the federal government on guaranteeing quality of tertiary education and to ensure this quality through their regular monitoring and supervision of programmes in the tertiary education institutions. These commissions also regulate public and private tertiary education in the country and accredit their programmes. The commissions are however not only charged with ensuring quality but quality assurance in tertiary education institutions based on international best practices. The commission therefore demand accountability from tertiary education institutions and check the overall effectiveness and efficiency of programmes and activities the in tertiary education. These commissions also set the minimum standards regarding qualification of teachers, quality of teaching, number of students to be admitted and the carrying capacities of tertiary education institutions. As a way of improving quality, these commission regularly “monitor the activities of tertiary education institutions and conduct a need assessment exercise” (Asiyai, 2015:67).

Sadly, these commissions are now more of political organizations and compromised groups in their accreditations of departments and approval of school programmes. Worst, these commissions are now outlets through which successive government politics bear on tertiary education institutions. This is more so as membership of these commissions are politicized by those in Government. Thus, members of these commissions are more of politicians selected by those in government to serve their interest in the tertiary education sector.

Obviously, the politicized activities of these commissions and the intrigues displayed by their members during accreditations and supervisions of tertiary education institutions reduce the quality of tertiary education in the country. *Ab initio*, these commissions even politicized the structuring of tertiary education sector in a way it did not address the economic, social and cultural needs of the people (Ozochi, 2008:147). As such, Nigerian tertiary education seems not to have relevance as its curriculum lacked sensitivity to the values, beliefs, norms, tradition, aesthetics, science and technology, art and religion of the people. Besides, the politics of these commissions reflects in their arbitrary adoption and removal of courses and course contents without adequate consultation. Adversely, these commissions also merge courses; thereby making the merger loose essential contents and forms. “Along this lane, some courses are being struck off on the claim of being hindrances to specialisation of students in their academic fields” (Chinweuba, 2021:183). As such, many of the incorporated courses in *Nigerian* tertiary education “consist of topics that hardly inculcate the anticipated critical thinking, broad knowledge, skills, methods, practical know-how and approaches required for learners’

competence and performance in the work environment” (Chinweuba, 2021:182.). Indeed, contents of such affected courses are not largely programmed instructions and they are replete with introductory, shallow or less important topics. Consequently, they yield little or no positive educational outcome.

### **Politics and the Quality of Tertiary Education in Nigerian Milieu**

With the recurrent politics and political machinations in the education sector, the question that the bugs rational mind revolves on whether Nigerian tertiary education is qualitative at present. This probe is apt as the acclaimed quality of Nigerian tertiary education has become vague and indeterminate in the programmes and products of these tertiary institutions. As such, the poor quality of tertiary education in present time has been rather glaring.

The manifestation could be seen in the shrinking government funding on education, decaying and lack of infrastructure. The perennial challenges of the Nigerian education sector include infrastructural decay and deficit, inadequate funding of research endeavours and poor remuneration of the university workers. Ise Olorunkanmi, et al, 2021:1).

Deteriorating this quality more is the scheme in the practice of “quota system”, “federal character” and “catchment area” in admission and recruitment of staff in the tertiary education sector (Abiogu, 2010: 29). The machinations replete in these political practices deprive tertiary education sector of coherent philosophical onions or tenets for effective and quality education practice. Resultantly, there has been geometric increase in the percentage of graduates whose abilities are narrow, and their impacts on societal development are pragmatically minimal (Chinweuba & Ezeugwu, 2018).

Indeed, the impact of politics in tertiary education sector is now glaring in the poor funding of the sector, poor infrastructures, physical facilities and resource personnel. This is so as the absorptive capacity of the federal and state economy is now unable to carry weight of these needs in the increasing tertiary education institutions (Adewole, 2001). This incapacity of the economy is indeed among the very reasons why ASUU is kicking against proliferation of tertiary education institutions by Government. Students are now overcrowded in the available classrooms, researches are not sponsored and teachers’ salaries and emoluments are delayed. These create stress and aggression while hanging outside for teaching and learning creates obscene pictures around the school premises. The quality of instructional resources in Nigerian tertiary institutions has indeed been identified as part of the constraint to quality academic programmes in the country (Awe & Ajadi, 2010).

Due to prevalent politics and politicking, the tertiary education sector now gives rise to graduates who are poorly prepared and less equipped for the task of adequate comprehending and evaluating realities. Absence of quality education therefore deprives students the acquisition of lasting philosophical insight required to excel in life. Consequently, there is a gross disconnection between learning and practice among many Graduates who now face the



difficulties of how to reason correctly and competitively and applying philosophical approach to dynamic existential conditions. The poor education sector is indeed producing uncritical and illogical graduates who are incapable of critical thinking and psychic abstraction that generate essential ideas that leads to problem solving, innovation and self-reliance (Chinweuba, 2018).

With the geometric rise in poorly educated graduates is also a corresponding rise in unseasoned, irrational and uncritical population; citizens who are incapable of initiating valuable ideas and sustaining Nigerian society. Unfortunately, it is in the knowledge of this that Ekpo (2014) remarks that a great percentage of our schools are unskilled and cannot gainfully contribute meaningfully to their self-development nor societal development. Consequently, transformation and sustenance of Nigerian society has largely remained a dream.

Amidst the political intrigues and poor quality state of Nigerian tertiary education institutions is conspicuous low incentives for academic staff. As such, the best brains expected to be at the centre of quality school programmes are not often attracted to teaching profession in the country. The reality in many Nigerian tertiary institutions is that many of the teachers are not professionals; but rather “deficient in learning and character” (Ozochi, 2008:191). This is more so as teaching profession in tertiary institutions now appear more to be the last resort to people who could not find their desired job. This trend is deepened by the insufficient recruitment of not so quality teaching staff in the tertiary education sector. This is part of the reason behind the inability of these teachers to properly manage academic programmes. For apart from educational structures, the quality of staff is an important determinant and factor in the quality of tertiary education. As such, the poor quality of Nigerian tertiary education merely confirms the fact no education can rise above the quality of its teachers.

Rescuing tertiary education from the present conundrum and clutches of politics has indeed led to incessant industrial actions by organized tertiary education workers’ unions. The implication of this is that tertiary education workers in Nigeria; especially the academia are demoralized with attendant consequences on the academic pursuit of students. Some of these students would have to spend longer period than the expected record time. Some do abandon their programmes because of frustration they face due to incessant industrial disputes in the tertiary education sector while others look for an alternative. According to Iseolorunkanmi, et al (2021), the consequence of government’s refusal to hearken to the demands of the lecturers are passed to the students...apart from the incessant industrial actions that do truncate academic process, whenever the academic activities resume, students are made to bear the brunt of the failed negotiation.

Industrial action of tertiary education organized unions is however counterproductive as it shortens the academic year, reduces staff expertise in education services and shuts down teaching and learning process.

### **Towards the Sustenance of Quality Tertiary Education in Nigeria**

The sustenance of quality tertiary education in Nigeria has to begin with motivation of staff through provision of incentives, infrastructures and facilities necessary for quality teaching and learning processes. Availability of these calls for adequate funding of tertiary education, precedence of tertiary education statutes and autonomy of tertiary education institutions. This autonomy would help in taking care of Government policies that have no bearing on the quality assurance of tertiary education. With these on ground, the staff would be very much encouraged to improve the quality of instructions which has to be structured more at the unit and departmental levels where academic staff communicate more with students (Awe & Ajadi, 2010). Along this lane should be Government biannual close assessment of quality of programmes, instructions, teaching and learning environment through the academic staff of tertiary education. Aminu (1986) accents to the necessity of this assessment opining that tertiary institutions are communities capable of engaging in self-assessment and self improvement because their staff are the primary witnesses of the changes in the school environment. More so, the lecturers and the academia are professionals in their given disciplines, instructional experts who plans, guides, and evaluates students' learning; hence their importance in every assessment of quality of programmes, instructions, teaching and learning environment

Besides, there is great need to activate the internal and external mechanisms for quality assurance of tertiary education in the country. Such mechanisms like the bicameral governance of the Senate and Council of tertiary education institutions should be encouraged in the tertiary education sector. As indicated in the tertiary education statute, the Senate and Council should be encouraged to exercise their power over the organization and control of programmes and activities in the tertiary education institutions. The Senate and Council should as well burden the task of encouraging fair admission, prompt promotion and discipline in the tertiary education sector. Indeed, a strong line must be drawn on where politics must end in order to pave way for professionalism in education practice. This will ensure the academic freedom of teachers, reverse the "fall of academic performance and standard of education" and encourage teachers to impart broad range knowledge needed in the work environment.

Along this lane, NUC, NBTE and NCCE should be encouraged to do their works objectively towards ensuring the quality of tertiary education in the country. To foster quality in tertiary education therefore, the Senate, Council, NUC, NBTE and NCCE that serve as watchdogs of different tertiary education need a paradigm shift from mere accreditation czars to strong quality initiation and control architects. This will redirect the functioning of tertiary education in Nigeria to a height where its quality would be assured.

To be true, what matters is not increasing the number of tertiary education institutions but the quality of instructions, programmes and entire teaching and learning environment. As such, Nigerian Government, education ministries, Commissions and Parastatals should pay much attention to the improvement of quality facilities; infrastructures, personnel, teaching, learning and research in tertiary education institutions. This quality can be enhanced through adequate

funding of tertiary education, granting the demands of tertiary education organized unions and larger autonomy to tertiary education institutions, availability of accessible research grants, supervision of instructions, regular and prompt payment of staff, and training and retraining of tertiary education staff.

### **Conclusion and Recommendations**

The study examines the diverse kinds of internal and external politics surrounding Nigerian tertiary education sector. The study finds that these political intrigues gear towards egoistic ends and deprive Nigerian tertiary education institutions of their expected qualities. The study contends that because of these sinister politics; government, tertiary education administrator and stakeholders have not shown any commitment to the demands of the academia and tertiary education systems in the country. As such, tertiary education is fast collapsing in the country.

Quality tertiary education however prevails in countries where politics surrounding education sector is devoid of egoistic ends. To check this end, Government of many countries makes laws that favour the education sector; prevent infringement on education rights and supervise programmes, instruction and education environment. These tasks are what Nigerian Government has neglected over the years. As such, not much care is given about where politics must end to give room to professionalism. This conundrum is exacerbated by unavailability of adequate quality facilities and minimal Government funding in the sector. The result is now poor quality tertiary education where poorly taught students are graduated.

Today, Nigerian tertiary education sector is largely under the control of Government which cares little about education. This Government cares less about marching her education proposals and blue prints with action. As such, the teachers are treated anyhow, infrastructures are poorly maintained and students are not motivated to learn. The politicians and judiciary make the situation worse by defending those in Government whose academic claims are in doubt. Indeed, tertiary education sector in Nigeria is now among the sectors with fast dilapidating quality. Unless something is urgently done to reverse the trend in the education sector and then reform and reposition the sector, tertiary education would completely loose its quality.

Since the quality of tertiary education can be guaranteed through collaborative action, the study recommends that the different stakeholders of tertiary education should shun egoistic politics and adhere to the standards of achieving quality. These standards are the ideals of inputs, processes; environment and outputs (outcome) which must not be politicized. Along this lane, Nigerian Government should in her developmental plan and budget allocation give greater attention and top priority to the education sector. Moreover, Government and tertiary education administrator should ensure conducive environment for quality teaching and learning. They should also address the problem of tertiary education tagged unskilled manpower through provision of quality teaching and learning facilities and equipment. Along with these should be complete

overhaul of instructional delivery approach through the professional training and retraining of lecturers.

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