

# **INSTRUCTIONAL QUALITY AS PREREQUISITE FOR TERTIARY EDUCATION IN NIGERIA: IMPLICATIONS FOR NATIONAL DEVELOPMENT**

**UNWANA-OBONG DOMINIC UYANGA, PhD**

Department of Sociological Foundations of Education, Faculty of Education  
University of Uyo,  
PMB 1070, Uyo  
Akwa Ibom State, Nigeria

**ANWANAABASI EFFIONG ARCHIBONG (MED)**

Department of Educational Foundations, Faculty of Education  
Ignatius Ajuru University of Education  
Port Harcourt

**&**

**ESUABANGA EKANEM UDO, Ph.D**

Department of Educational Foundations and Administration,  
School of General Education  
Cross River State College of Education, Akamkpa  
PMB 1171, Calabar, Nigeria

## **Abstract**

The objective of this paper is to state the need for Instructional quality in Tertiary education in Nigeria and highlight its implications for national development. Tertiary education comprises of such educational training provided to students in the Polytechnics, Colleges of Education and Universities which are designated as institutions of higher learning. Tertiary education aims at processing individuals to become professionals in diverse fields of endeavour and is therefore given to students with the aim of helping them to develop competence in morals, knowledge and skills for services in the larger society after graduation. In order to achieve the aim of providing tertiary education to individuals in the Nigerian nation, it is requisite to ensure that instructional quality is provided in her (Nigerian) tertiary institutions. The reason is because quality makes a thing more valuable. Instructional quality cuts across availability of relevant teaching aids (instructional materials), availability of adequate infrastructure to qualification and competence of instructors (teachers). This paper notes that it is tertiary education that ought to drive national development as espoused by the National Policy on Education in its goals of tertiary education. Unfortunately in Nigerian public institutions most especially; the instructional quality made available to students has been observed to be far below standards when compared with tertiary education offered in other tertiary institutions around the world. The implication is that national development continues to elude Nigeria as many graduates from these institutions cannot contribute effectively in developing the society by creating jobs for themselves and others but still remain dependent on government to provide job employment for them. The paper concludes that to foster national development,

instructional quality in tertiary education cannot be swept aside and recommends that education stake-holders and managers should emphasize the employment of qualified and competent individuals as instructors, provide adequate and up-to-date teaching aids and better infrastructure in tertiary institutions if instructional quality which is a necessity must be achieved in Nigerian tertiary education for the sake of national development.

**Keywords:** Education, Tertiary Education, Instructional Quality, National Development

## **Introduction**

Every nation of the world aspires for continued development. It is for this reason that they search for diverse ways, methods and strategies to drive development in their domains. Among the methods and strategies adopted by nations to engineer development is education which has been observed by many to be a principal instrument that is reliable and relevant. Education is the foundation upon which every developed society stands and exists. Every focused society determined to grow and develop (as can be seen in developed countries like United States of America, China and England) greatly invests in education because of the multiple ripple effects it produces on both human and material resources. Education is viewed by the society as a vehicle for preserving and transmitting her cultural heritage (as exemplified by China-through acculturation) and also bringing about desirable changes that can propel the nation to a higher pedestal on the ladder of development. Aminigo and Nwaokugha in Uyanga and Emana<sup>1</sup> viewed education as a major catalyst for sustainable development of human resources upon which the sustainable existence and continuous development of the state is based. Bamisaye in Ezeanolue and Nnorom<sup>2</sup> defined education as a process of developing knowledge, skills and attitudes in an individual while Dewey and Okafor in Ette, Uyanga and Ibia<sup>3</sup> defined education as a psychological and social process; a process of acculturation through which the individual is helped to attain the development of his potentialities and their maximum activation when necessary according to right reason in order to achieve his perfect self-fulfilment respectively. Education broadens the views of individuals and causes them to think widely with the ability to make informed choices among given alternatives.

It removes individuals from a life of servitude and dehumanization and encourages their freedom which is the hallmark of educated individuals. Educated individuals are free to make responsible choices and bear the consequences like selecting who will govern them and demanding accountability, choosing to live in a society that promotes their wellbeing as opposed to making them slaves and a lot more. Udoh<sup>4</sup> asserted that it is the knowledge and skills of the individual that are utilized to exploit and organize the diverse natural and human generated material factors of development in a nation. Education in Nigeria as in other parts of the world is carried out at different levels of Primary, Secondary and Tertiary levels. The focus of this paper however is on the tertiary level of education.

## **Tertiary Education**

Tertiary Education is used to describe the educational training of a higher magnitude; it could be viewed otherwise as post-secondary education. It is that level of education given in higher institutions of learning. It is usually referred to as higher education. Peretomode<sup>5</sup> defines higher education as the facilitator, the bedrock, the power house and the driving force for the strong

socio-economic, political, cultural, healthier and industrial development of a nation as higher education institutions are key mechanisms increasingly recognized as wealth and human capital producing industries. The Federal Government of Nigeria<sup>6</sup> in her national policy on Education outlined the following as aims of Higher education:

- Contribution to national development through high level manpower training
- Development of the intellectual capabilities of the individual to understand and appreciate their local and external environment
- Development and Inculcation of proper values for the survival of the individual and the society
- Acquisition of both physical and intellectual skills which will enable the individual to be a self-reliant and useful member of the society
- Promotion and encouragement of scholarship and community services
- For national unity and the promotion of national and international understanding and interaction.

It is pertinent to note from the above that tertiary education otherwise known as higher education is regarded as a breeding ground for human capacity development in all ramifications. It goes without gain saying that the individuals who have received tertiary education should be able to become self-reliant and independent people capable of creating sustainable employment for themselves and for others and not be redundant in the society in the face of challenging economic situations in the country such as the unemployment crisis being grappled with in Nigeria today.

### **Instructional Quality**

Quality has been defined as excellence, conformity to specifications, conformity to requirements, fitness for use, products desirable attributes and meeting customer expectations (Elishaer in Ezibuduihua and Akinsanya<sup>7</sup>. R. S. Peters in Ruwa<sup>8</sup> defined quality as the essential characteristic of a thing which distinguishes it from other things and it makes a “thing” to stand out. Quality makes a “thing” attractive and desirable. Among the seventeen Sustainable Development Goals (SDGs) set by the United Nations in September, 2015, goal number four highlights Quality Education Obeka and Ereke<sup>9</sup>. Quality education promotes quality learning and advancement of knowledge of the individual. It ensures that the beneficiaries of the process of education are fit for use and have product desirable attributes. It is an education that provides students with the necessary requirements to deal with and find solutions to the challenges confronting mankind. It is that education that is relevant and adapted to the needs of the society Ndionu in Asiyai<sup>10</sup>. Quality education is that kind of education by an education system that emphasizes the importance of focusing on five important elements including quality learners, quality learning environment, quality content, quality processes and quality outcomes [Nafukho](#) and Muyia<sup>11</sup>. It is the scale of input in form of funds, equipment, facilities, teachers and pupils, transactions and output of instruction to which their products are acceptable, desirable, beneficial, effective and efficient from the points of view of stakeholders Nwana<sup>12</sup>. Quality in higher education relates to development of intellectual independence and this is needed in the transformation of the various sectors of the society-socially, economically and politically.

Quality in higher education can only be boosted by instructional quality given to the students therein.

Lending an import from the analyses so far, instructional quality could be conceptualized as the delivery of an instruction in a way that arouses students' concentration, critical thinking and learning in a meaningful way Awolala and Alabi<sup>13</sup>. It focuses on instructional inputs and instructional outputs and the relationship between the two (Brown and Kurzweil in Awolala and Alabi. Instructional quality is the route that enhances effective teaching for the instructors and results in effective learning for the students. Ruwa emphasized that Nigerian tertiary institutions including the Polytechnics, Colleges of Education and the University require quality instructional processes if they must be able to help the nation in achieving national development. In the light of this, Esuabanga, Udoh and Ekanem<sup>14</sup> were of the opinion that instructional quality in Nigerian tertiary institution could be enhanced if the government and education stakeholders work together to supply funds, instructional materials as well as employ only well qualified individuals with zeal and passion to be instructors as may be required to engender national development in Nigeria. What then is national development?

### **National Development**

For a better understanding of national development as a concept, there is a need to first explain what a nation is. Etymologically, the word nation as contained in Tandu<sup>15</sup> is used to describe a group of people occupying a certain geographical area who may not necessarily possess common language, religion or culture among other attributes but would display above all, the willingness to live together in harmony based on a common past. A good example of such entity is Nigeria, a nation with diverse people who are different in many ways but display the "willingness to live together" as one nation. On the other hand, development denotes the advancement, transformation or progress of the individual or a nation from one stage of its existence to another. Anamgba<sup>16</sup> explained that development is the difference in upward growth of an entity. It connotes an advancement of a nation that brings about growth in all areas of life as well as the structures and institutions of the society Esuabanga, Uyanga and Emana<sup>17</sup>. National development therefore implies the movement of a nation state from the primitive stage through agrarian to the modern industrialized stage. According to Okereke<sup>18</sup> development is defined as the qualitative improvement in the living standard of members of a society. The author elucidated further that for development to take place there must be improvement in the quality of life of the people which is measured by such indicators as literacy rate, rate of employment, the distribution of income, availability of good drinking water, good roads, regular supply of electricity, decent housing, reduced poverty level, adequate medical facilities and medical services as well as access to these facilities. National development is therefore the advancement of a nation.

### **Importance of Instructional Quality in Nigerian Tertiary Education**

As has been earlier stated, instructional quality is all about the instructional inputs, instructional outputs and everything in between. It is the route that enhances effective teaching and learning for both instructors (teachers) and learners (students). Instructional Quality in Nigerian tertiary institutions is needed for the following reasons:

- For improved standards in teaching and learning with greater focus on qualification and expertise of the teacher and in terms of programmes with richer course contents, opportunities for ground breaking researches, conferences and trainings to gain more knowledge from both national and international interactive sessions. This will promote effective teaching of instructors (teachers) and also be an avenue to attract more foreigners to learn in Nigerian higher institutions.
- For better funding to make provisions for better Infrastructure which ranges from large and spacious classrooms and auditoriums with good ventilation and associated facilities for convenience of both staff and students to presence of well-equipped libraries, laboratories and even playgrounds for relaxation purposes. This will promote effective learning among students.
- To promote interactive learning among staff and students within national and international institutions using Information and Communication Technology (ICT) facilities and platforms through networking. This will be very beneficial for both teachers and learners.
- To curb or reduce drastically brain drain which has become very common due to the harsh and unfriendly working environment for the staff of these higher institutions. This will boost morale of teachers and make them more motivated to work effectively and efficiently.
- To have qualified graduates who can defend not only their certificates but fit in comfortably into any work environment that requires their expertise or professional knowledge in any part of the world. This will promote the image of the Nigeria and make citizens proud to be Nigerians all over the world.

The above and more all point to the sole aim of achieving Quality Assurance in tertiary education in Nigeria. Quality Assurance refers to the planned and systematic activities implemented in quality service so that the quality requirement for a product or service will be fulfilled Adegbesan in Okeke<sup>19</sup>. It is aimed at capacity building within an institution for pursuing quality improvement leading to stakeholders' satisfaction. Quality Assurance is all about assuring quality in an institution and is aimed at making sure that the products of that institution; in this case the individuals who will acquire tertiary education are provided with quality education.

### **Factors Responsible for Poor Instructional Quality in Nigerian Tertiary Education**

**1. Inadequate allocation of funds for Education:** Finance is very important for the successful take off and execution of any project. In the education sector, the need for adequate allocation of funds cannot be overemphasized. Funds are needed to carry out projects such as building classrooms, laboratories, library facilities, staff rooms, pay salaries and wages of staff, provide instructional materials (teaching aids) etc. Unfortunately, for decades since after independence and more so in recent years, the Nigerian government has been observed to allocate a little percentage of her budgets to education and this has been observed by many to be very inadequate. The budget allocation to education between 2011 and 2021 was not up to 11%; see graph in Uyanga and Archibong<sup>20</sup> This situation is not only against the 26% budgetary hall mark projected and approved in a consensus by the United Nations Educational, Scientific and Cultural Organization (UNESCO) for investment in education by developing countries of

which Nigeria is one; it also affects instructional quality of higher education with a strong negative implication on national development. Wegener<sup>21</sup> writing on educational finance and how using money is critical to improving education stated that mobilization of adequate resources for education, improved spending, efficiency and promoting equitable resource use are vital in promoting quality education. The Nigerian nation has consistently allocated funds that are considered far below the 26% allocation bracket. Tyessi<sup>22</sup> wrote that United Nations Children's Fund (UNICEF) has argued that the budget allocation to education in Nigeria in 2022 should have been 1.14 trillion, an equivalent of 8.4% of the budget and not 5.4% of the total budget as was allocated. UNICEF also said that with the dwindling allocation of funds to education, the sector would suffer more in school enrolment and the retention of school children and unfortunately today, Nigeria ranks very high on the list of countries with the highest number of out-of-school-children. This portends a great danger especially for the tertiary level of education because at this level education goes beyond literacy to developing professionals in different areas of specialization. At the tertiary level, production of competent and quality manpower to run the different sectors of the Nigerian economy ought to be churned out from the higher institutions of learning and as Kakwagh<sup>23</sup> affirms adequate provision and proper management of funds will certainly solve the twin problems of brain drain and decaying infrastructure which presently bedevil the public tertiary institutions in Nigeria.

**2. Infrastructural availability and proper usage:** Infrastructure like buildings such as classrooms, laboratories and equipment are crucial elements of learning environments in schools and universities Texeira, Amoroso and Gresham<sup>24</sup>. Their availability is very important because they are needed in the school environment to ensure a high level of success in the education process. Baruah<sup>25</sup> states that school buildings, library, classrooms, playground, auditorium, staffrooms and administrative blocks are key components of school Infrastructure. Presence of large, spacious, well ventilated classrooms with proper lighting and other learning facilities can boost students' interest to learn. When there are good, sizeable and comfortable classrooms, students come into the classrooms relaxed with smiles on their faces, ready to learn as opposed to when classrooms are small and poorly ventilated and the students' are too many for the size of the classroom and have to scramble for spaces to sit down. This makes learning uninteresting for the students who crowd up in a hot and stuffy environment and many do not even concentrate on the topic for discussion, let alone come to the classroom. The instructor (teacher) is uncomfortable and may not even have public address systems (such as microphones) to teach with and has to shout for the students to hear. When there are large staffrooms and office spaces for the staff (teaching and non-teaching), they have a comfortable place to go to rest and perform other administrative functions especially when they are not in the classrooms teaching. In a less noisy environment, it becomes easier for the staff to concentrate, relax and carry out more researches, write lesson notes etc. The presence of library facilities with current books (hard cover and e-books) is a welcome development for any school environment. Students should be able to have and access facilities to use for private lessons or studies that will boost their learning. Well-equipped laboratories are a welcome sight to carry out scientific investigations/experiments and other ground breaking researches. The presence of good playground facilities also helps in promoting effective learning because it gives the opportunity for extracurricular activities such as games and sports and other recreational

activities to take place. This is relaxing because it allows students to be physically fit and mentally alert. Exercise and *other recreational activities* (emphasis ours) improve mental health by reducing anxiety, depression and negative mood by improving self-esteem and cognitive function Sharmer, Madaan and Petty<sup>26</sup>. Playgrounds impact positively on learning and school attachment of students. This is buttressed by Ozdemir and Yilmaz in Dilbil and Basaran<sup>27</sup> when they opine that playgrounds have positive impacts on the social, physical, emotional and cognitive development, mobility and creativity of children/adults.

**Instructors' Competence:** This encompasses teachers' qualification and quality, teacher-student relationship, knowledge of subject matter and transfer of knowledge by teacher to students. Bientenbeck<sup>28</sup> opines that teachers' quality can be measured using teachers' CV or academic qualification, ability to raise students' scores in standardized exams among others. For the above author, the higher the qualification attained by the teacher, the better the quality of the teacher. Teacher quality should cover Professional competence, Personality, Performance responsibility, Teacher-Student interaction and Student Problem handling (Mbon, Omorobi, Owan and Ekpenyong<sup>29</sup>).

Teacher quality and qualification is very important in determining instructional quality because the teacher is indispensable to the much needed success in any educational process. A qualified teacher especially at the tertiary level of education should be able to have the National certificate in Education (NCE), B.Sc, B.A, B.Sc (Ed), B.A (Ed), B.Ed, PGDE, M.Ed and PhD and should be a registered member of The Teachers' Registration Council of Nigeria (TRCN). Possessing this certification automatically means that the teachers; have undergone rigorous but necessary training in Teacher Training Institutions, Colleges of Education, Polytechnics and Universities. Teacher-Student relationship generally means having a good personal and working relations or interaction between the teacher and the student. The teacher and the students will always interact in and outside the classroom, it is therefore important for the teacher to strive to build cordial relationships with his/her students. Positive teacher-students relationships can ease friction or tension for the teacher while delivering lectures, make the learning environment calm and welcoming for the students and also allow them (students) to freely ask questions thereby enhancing understanding of the subject matter.

It is important for the teacher to also have a firm grasp of their subject matter. When teachers have a comprehensive knowledge of their subject matters, they let their students actively participate in lessons Hotaman<sup>30</sup>. This is because they are comfortable with what they are teaching and are not scared to answer questions that may arise in the course of their lectures. Teachers who have a wide knowledge of their subject matter will also know that knowledge must continually be updated so that they are kept abreast with the current trends in their respective fields. Another aspect of instructors' competence which is equally as important to boost teacher quality and ultimately instructional quality is the ability of the teacher to transfer knowledge of the said subject matter to students.

One of the ways a teacher can successfully do this is to be supportive to the students while teaching. Erden in Hotaman affirms that a supportive teacher ensures that the students have self-confidence, learn by themselves and develop a positive academic concept. The teacher

needs to also have basic knowledge of different teaching methods such as discussion method, expository method, project method, Didactic (question and answer) method etc. The teacher needs to be conversant with the use of these methods and know how to apply them in relation to the topic being discussed and other peculiarities such as number of students, availability of teaching aids such as projectors, white boards or smart boards. This is where the National Universities Commission (NUC) which was established in 1962 and became a statutory agency in 1974 plays a huge role. The National Universities Commission regulates everything about tertiary education in Nigeria. Enang<sup>31</sup> has stated that the NUC has six (6) functions to play and these are:

- Advising the government on ways of catering to the financial needs of Nigerian universities.
- It spearheads the allocation and disbursement of government funds and external aids.
- It also advises the government on the creation of Degree awarding institutions.
- It grants approval for all academic programmes.
- Routine monitoring of universities and
- General planning of university education.

### **Need for Instructional Quality in Nigerian Tertiary Education**

Instructional Quality in Nigerian tertiary institutions is needed for the following reasons:

- For improved standards in teaching and learning with greater focus on qualification and expertise of the teacher and in terms of programmes with richer course contents, opportunities for researches, conferences and trainings to gain more knowledge.
- For improvement in funding for better provisions of Infrastructure which ranges from large and spacious classrooms and auditoriums with good ventilation and associated facilities for convenience of both staff and students to presence of well-equipped libraries, laboratories and even playgrounds for relaxation purposes
- To promote interactive learning among staff and students within national and international institutions using Information and Communication Technology (ICT) facilities and platforms through networking
- To curb or reduce drastically brain drain which has become very common due to the harsh and unfriendly working environment for the staff of these higher institutions
- To have qualified graduates who can defend not only their certificates but fit in comfortably into any work environment that requires their expertise or professional knowledge in any region

The above and more all point to the sole aim of achieving Quality Assurance in tertiary education in Nigeria. Quality Assurance refers to the planned and systematic activities implemented in quality service so that the quality requirement for a product or service will be fulfilled (Adegbesan in Okeke). It is aimed at capacity building within an institution for pursuing quality improvement leading to stakeholders' satisfaction (Okeke). Quality Assurance is all about assuring quality in an institution and is aimed at making sure that the products of that institution; in this case the individuals who will acquire tertiary education are provided with quality education



## **Implications of Instructional Quality in Tertiary Education on National Development in Nigeria**

As Nigeria continues in its search for development in all sectors leading to national development; she must realize that this can be made possible by the products of higher institutions who have benefitted from Instructional quality. It is also important to note that Nigeria's national goals can only be achieved when higher education is of standard quality. Higher education is a very essential level of education as it empowers students to become a better workforce equipped with all the necessary elements to change the world they live in. This level of education allows individuals who have had good instructional quality resulting in quality education in higher institutions of learning to become resourceful in many varied ways giving opportunities for endless possibilities. This requires a better allocation of funds, employment of qualified and competent instructors and provision of infrastructure/teaching aids to enable the institutions to organize human and material resources capable of bringing about instructional quality delivery in tertiary education. Inadequate supply of funds for tertiary education has been the primary reason why the Academic Staff Union of Universities (ASUU) has consistently embarked on series of strike actions over the past decades and, even the recent one that lasted for a period of seven months (Feb-September, 2022) and was only suspended in mid-October, 2022 and the obvious implication is a fall in the standards of education, lack of commitment and passion for service delivery among instructors leading to the increase in the production of under qualified and "half baked" professionals graduating from higher institutions and this portends a grave danger for national development. Moreso; the implication of not having well equipped classrooms, libraries and laboratories means students do not get to be exposed to practical sessions in line with global best practices. This makes many graduates to be identified as "unemployable" because they lack the required skills needed in the field of work but are theoretical gurus. Incompetent teachers or instructors at the tertiary level only do more harm than good because their products will be confined to what the teachers themselves teach and will not be able to apply critical thinking skills in the search for new knowledge to be applied in solving problems of the nation.

## **Conclusion**

Today many nations of the world make great strides in the social, economic and political endeavours of their countries because of the Instructional quality in their tertiary education. A better understanding and application of researches' results in addition to the use of ICTs in their daily routines of life have a direct link with national development. Countries particularly those in Asia are economically better off than most countries in Africa because they invest in their tertiary education for instructional quality. Such counties rarely employ a lecturer based on his Degrees only but also consider other areas such that bother on the individual's interest to serve, his ability to deliver lessons effectively as a professional or an expert. Tertiary education instructors and students in the countries of Asia and Europe are known for possessing sound knowledge in the use of information and communication technology (ICT) for classroom interactions and other areas of collaborations which they apply to better their economies because they are exposed to these facilities at very early levels in their educational pursuit . Esuabanga and Atang<sup>32</sup> observed that Nigeria as a nation is one of the black nations of the world that is blessed with abundant human, natural and material resources. Yet, is still trapped

under the shackles of under-development or at most, considered as a developing nation behind the likes of Singapore and Malaysia, among other countries in Asia which were hitherto behind her in economic development many years ago. The secret to the turn-around of the economies of the already mentioned Asian Countries was a huge investment in education. This is because the bulk part of providing instructional quality in education especially at the tertiary level completely depends on adequate funds made available. For national development to take place in Nigeria; there must be an intentional and consistent focus on tertiary education to bring about Instructional quality. This can only be done when stakeholders in education see tertiary education as what it should be and deliberately decide to invest heavily in making it achieve its ideal goals as stated in the National Policy on Education. Without this, national development will still be a mirage and in years to come, Nigerians will still be clamouring for national development.

### **Recommendations**

- The school management and bodies responsible for employment of instructors in tertiary institutions should emphasize and promote the employment of qualified and competent individuals to fill available vacancies in these institutions. This will inevitably result in having individuals that have the prerequisite qualifications and passion required to teach at this level of education.
- Federal and State Governments and other stakeholders should make conditions and other opportunities to attend training workshops and conferences readily available for staff to achieve the objective of improving themselves.
- Federal, State Governments and other stakeholders (including Alumni bodies) of these institutions should make adequate funding available for infrastructural development at this level of education to promote quality learning.
- The school management and other stakeholders in education should provide functional ICT facilities and other platforms in the institutions and lecturers should avail themselves of every opportunity to be computer literate and make use of these facilities to promote networking on both national and international levels
- The Federal and State Governments who are in charge of the Federal and State Tertiary Institutions should make working conditions and welfare benefits very attractive for workers to curb incessant brain drain and increase passion for quality teaching among staff.

### **References**

1. Uyanga, U. D and Emana, I. E. (2016). Education as an Instrument for Achieving Social Justice and Good Governance. *Journal of Educational and Social Research*, 6(2): 205-211
2. Ezeanolue, A. O and Nnorom, S. U. (2021). Relevance of Nigerian Philosophy of Education as the Vehicle for National Development. *Nigerian Journal of Educational Philosophy*, 32: 79-89
3. Ette, E. E, Uyanga, U. D and Ibia, E. I. (2021). *Philosophy of Education: Foundations, Principles and Issues*. Uyo: On'pex Resources
4. Udoh, E. (2010). *A Sociology of Education for Africa: A Comparative Study*. Uyo: Saviour Publishers

5. Peretomode, V. F. (2008). What is Higher in Higher Education. Benin City: Justice Jecko Press and Publishers Ltd
6. Federal Government of Nigeria (2004). National Policy on Education. Lagos: NERDC Press
7. Ezibuduihua, A and Akinsaya, P. O. (2021). Free Education and the Question of Quality in Nigerian Education System. *Nigerian Journal of Educational Philosophy*, 32: 38-48
8. Ruwa, M. (2021). Tension between Quality and Quantity in Nigerian Education: Can the tension be resolved? *Nigerian Journal of Educational Philosophy*, 32: 33-37
9. Obeka, O and Ereke, S. J. (2022). Equity and Quality in ICT Utilization in Education. *IOSR Journal of Humanities and Social Science*, 27(4): 17-27
10. Asiyai, R. I. (2013). Challenges of Quality in Higher Education in Nigeria in the 21<sup>st</sup> Century. *International Journal of Educational Planning and Administration*, 3(2): 159-172
11. Nafukho, F. M. and Muyia, M. H. (2021). [Lifelong Learning and Quality Education for Sustainable Development in Africa](https://doi.org/10.4018/978-1-7998-6471-4.ch002) pp17-37. IGI Global Publishing. <https://doi.org/10.4018/978-1-7998-6471-4.ch002>
12. Nwana, O. C. (2000). Aberration in the Nigerian Education System and the state of Education in Nigeria. Abuja: UNESCO
13. Awolala, I. O and Alabi, C. O. (2022). Influence of Teacher Features on Instructional Quality in Public Secondary Schools in the South-West; Nigeria, 8(2): 1-14
14. Esuabanga, E. U, Udoh, D and Ekanem, E. (2022). Quality Sociology of Education and Students' Deviant Behaviours in Teacher Training Institutions: Implications on Teacher Education in Nigeria. *Contemporary Multi-Disciplinary Journal of Research in Education (COMJRE)*, 2(1): 67-76
15. Tandu, E. (2014). Nigerian Government and Politics. Baye Communications Limited. Calabar
16. Anamgba, A. (2011). The Substance of Government. Aba: Alpha Publishers
17. Esuabanga, E. U, Uyanga, U. D and Emanu, I. E. (2018). Revitalizing ICT in Education for Human Capacity Building: Implications for Sustainable Economic Development in Nigeria, *Education for Today*, 14(2): 9-19
18. Okereke, O. (2009). Development Administration in Nigeria: Issues and Strategies. Owerri: Concave Publishers
19. Okeke, O. J. (2015). Quality Assurance in Teaching and Learning in Tertiary Institutions in Nigeria. <http://eprints.gouni.edu.ng>>..... [PDF] Retrieved 28/08/2022
20. Uyanga, U. D and Archibong, A. E. (2021). Teacher Capacity Building and Value Reorientation: Implications for Socio-Economic Development in Nigeria. *Academic Discourse: An International Journal*, 224-233
21. Wegener, B. (2024, May 16). *Education Finance: Using Money Effectively is Critical to Improving Education*. <https://www.worldbank.org/en/topic/education/brief/education-finance-using-money-effectively-is-critical-to-improving-education>
22. Tyessi, K. (2022). UNICEF Faults Nigeria's 2022 Education Budget says it ought to be N1.14trn. <https://www.thisdaylive.com>unice>.....Retrieved 23/08/2022

23. Kakwagh, V. V. (2013) Declining Quality of Intellectual Output in Nigeria's Tertiary Institutions of Learning: The Underlining Existential Factors. *Journal of Education and Practice*, 4(11): 39-42
24. Texeira, J, Amoroso, J and Gresham, J. (2017). Why Education Infrastructure Matters for Learning. <https://blogs.worldbank.org/why-ed>..... Retrieved 23/08/2022
25. Baruah, A. (2021). The Importance of having a Good School Infrastructure for Students Development. <https://medium.com/the-importanc>..... Retrieved 23/08/2022
26. Sharmer, A, Madaan, V and Petty, F. D. (n.d). Exercise For Mental Health- PMC-NCBI. <https://www.ncbi.nlm.nih.gov/pmc>. Retrieved 24/08/2022
27. Dilbil, A and Basaran, Z. (2017). Effect of School Yard Playgrounds on Development and School Attachment Levels of Children. *Universal Journal of Educational Research*, 5 (12<sup>A</sup>) 144-151
28. Bietenbeck, L. (2017). Measuring Teacher Quality in Practice. *International Journal of Multidisciplinary Research*, 21(4): 50-62
29. Mbon, U. F, Omorobi, G. O, Owan, V. J and Ekpenyong, J. A. (2019). Analysis of the Quality of Educational Resources and Effective Instructional Service Delivery in Nigerian Universities. *International Journal of Education and Evaluation*, 5(7): 25-34
30. Hotaman, D. (2010). All in the Teaching Profession: Knowledge of Subject Matter, Teaching Skills and Personality Traits. *Procedia Social and Behavioural Services*, 2: 1416- 1420
31. Enang, W. (2021). 6 Functions of National Universities Commission. <https://proguide.ng/functions-natio>..... Retrieved 26/08/2022
32. Okeke, O. J. Ibid
33. Okeke, O. J Ibid

Esuabanga, E. U and Atang, R. (2014). Leadership Failure and Corruption: The Bane of Nigeria's Development. *International Journal of Continuing Education and Development Studies (IJCEDS)*, University of Calabar, 1 (2): 162-170