

# Accountability : A Watchword for University Administration in Nigeria

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## ABSTRACT

The term accountability means different things to different people in different organizations. In the educational setting, the term is seen as liability to one's accomplishment in the educational system. The ever increasing needs of the universities and the dwindling resources available to them have forced university management and other stakeholders seek innovative ways of ensuring survival of their universities. This can be achieved through proper accountability of the education goals, programs and productivity measurement. This article begins with a brief overview of the state of Nigerian university education, university management, concept of accountability and processes of accountability. The issues raised include those on goals, accountability and parameters for academic excellence in the system. The article concludes with some suggestions for improving accountability in Nigerian universities.

**Keywords:** *Accountability, university, university administration, Nigeria, university goals*

## INTRODUCTION

Accountability is usually linked to the management of scarce resources available in the educational system through efficient and prudent utilization of such resources for achieving educational goals (Akey, 2012). Universities are increasingly urged to be accountable because the school system which facilitates the objectives of education is a creation of the society which is required to maintain check and balances; because the university system is funded by society through taxes paid, it is vital that it becomes accountable to society (Leveille, 2006).

Investment in education development is crucial to the survival and progress of any modern nation. It is like an industry that utilizes money and other valuable resources to produce its own products. Nigeria inherited from the colonial power a semi-colonial poorly developed economy in which there was a low local industrial development (Olorundare & Kayode, 2014). But then, there were enough resources earned from exporting cash crops and mineral resources to pay for goods manufactured abroad. From the 1970s, there emerged an oil boom. The nation adjusted to the sudden good fortune and joined the exclusive club of oil producing nations (Ademu, 2004; Momoh, 1988).

As has happened since independence, while the majority of the people in Nigeria languished in poverty and were denied the most basic amenities, some of the nation's leaders took the world by storm, flaunting their wealth (Canagarajah & Thomas, 2001; Olorundare & Kayode, 2014). Momoh (1988) further emphasized the increasing rate of indiscipline among all citizens and as such, everything ignoble is glorified by Nigerian citizens. According to Momoh, rogues, criminals, full time and part time prostitutes, homosexuals, bootlickers and hypocrites were made heroes. Some of the projects embarked upon during the buoyant economy were later found to be unviable, while others were beyond the capacity of government

agencies to execute or supervise. Nigeria was earning revenue of \$26 billion from oil in the 1970s and this later slumped to only \$6 billion in the mid 1980s. Instead of diversifying the economy for self-reliance, successive national administrations pursued policies that made the economy vulnerable to external influence. Debt service payments in 1984 rose. Foreign creditors became cautious and consequently refused to grant Nigeria further credits. The effect was an acute shortage of foreign exchange, retrenchment of workers, unemployment, and shortage of goods, which culminated in inflation, irrational and discriminatory financial allocation processes and arbitrariness in locating universities and other educational institutions (Sofoluwe, 1991).

Therefore, the magnitude of the problem led the Federal Government of Nigeria (FGN) in the 1981—85 Fourth Development Plan to commit about \$2.5 billion to university education. Out of this, about \$246 million was committed to student funding and \$568 million was set aside for developing other federally supported institutions of higher education (Adesola, 1991; Visser, 2008). However, over the past two decades or more characterized by the increasing cost of university education, poor retention and graduation rates as well as increasing concern by graduate employers that the graduates do not possess the skills and knowledge expected in the workplace, questions abound regarding the accountability of knowledge and values provided by university education to Nigeria students (Ekanem & Udida, 2014; Kayode, Yusoff & Vello, 2014; Leveille, 2006). This article therefore examines the state of university education in Nigeria, what makes the university accountable, the issues and challenges of university accountability and how the university can be managed for effective accountability.

### **The state of university education in Nigeria**

In 2004, the proliferation of the Nigerian universities, with overall student population of 1.32 million and the government's inability to incorporate a sophisticated resource allocation gave rise to fiscal backlogs (Sofoluwe, Akinsolu & Kayode, 2012). The discrepancies in funding the universities owing to the inability to follow the recommendations of various reports (Asquith & Elliot, 1943; Ashby, 1960) prompted the creation of the Ogundeko Committee in 1977. The Report revealed that the NUC had made several representations to the government but these have not yielded results.

The question of establishing new universities came up again only after the military had handed over power to the civilian administration in 1979. The action of the previous administration was seen not only as a policy of just geographical distribution but also as political in having a federal university in each state of the federation. Accordingly, seven Universities of Technology were established in the early 1980s. By 1985, it had become obvious that if Nigeria were to avoid an economic crisis, only stringent and comprehensive economic measures would save the country (Sofoluwe et al., 2012).

The Federal Government in 1985 promulgated a decree on Minimum Academic Standards in all Nigerian universities while power of accreditation of university program was added to the functions of the NUC (Iruonagbe, Imhonopi, & Egharevba, 2015). In the 1986 Budget, Babangida prescribed a two-year Structural Adjustment Programme (SAP) launched in 1986. With the introduction of SAP, the government initiated a massive review of all aspects of the public service. Since then, it has put into practice a process of rationalization where policies are aimed at streamlining and coordinating the nation's university system (David, 2013).

Between 1979-1999, political instability contributed to a situation in which educational policy initiatives were intermittent and often not sustained. In the period of military rule from 1989 to 1999, universities were frequently on strike or some of them were closed and this also contributed to poor educational leadership. Nigeria's university system today is made up of 40 Federal Universities, 38 State Universities and 51 Private Universities (NUC, 2014). The tendency to see tertiary education as a source of individual prestige and wealth is very strong. This social reality is reflected in the demand of polytechnics and colleges of education to be given degree-awarding status. It also accounts for the relatively low popularity of degrees in Education, compared with other fields in the universities (Sofoluwe et al., 2012).

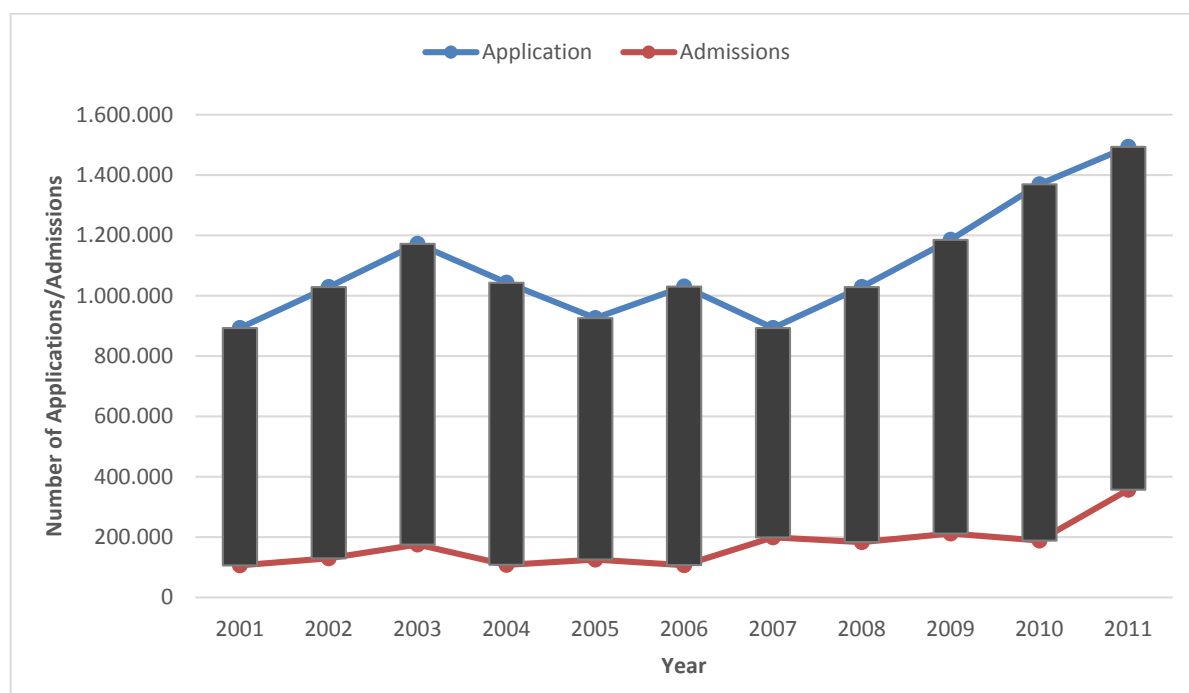
The excessive high demand for university placement, and the quadrupling of university enrolment in the last 15 years, makes it important to consider how far the universities are meeting national needs and fostering a spirit of public service. Unfortunately, the universities are confronting many problems which hinder them from playing their intended role (Aluede, Idogho, & Imonikhe, 2012). Table 1 reveals statistics of applications and admissions to Nigerian universities between the 2001 and 2011 academic session.

The Universities Matriculation Examination (UME) application/admission statistics for the last five academic years, 2005-2009 (see Table 1), shows that: In 2005, 125,673 of the 962,133 that applied were admitted. This accounted for 13.10% of the applicants. This means that 86.90% of the applicants were rejected. In 2006, out of 1,030,670 applying for university education, only 107,161 were admitted. This accounted for 10.40%, leaving 89.60% of the applicants uncatered for. In 2007, 149,033 (16.70%) were admitted out of 893,259 applicants. In 2008, 183,420 out of 1,028,988 were admitted into the universities. This accounted for only 17.80% leaving out 82.20% of the applicants. In 2009, some 211,991 (17.90%) out of 1185,574 were admitted; that means 82.10% of the applicants were left out. The number of applicants that could not secure admission into the universities kept on increasing, thereby constituting a problem to society. A declining trend in enrollment growth in the face of rising demand for university education mirrors the growing difficulty in getting admissions probably due to falling academic standards at the secondary and primary school levels. It may also reflect inability of federal universities to cope with growing admission pressures due to overstrained and decaying facilities as well as dearth of academic staff. Corroborating this fact, Saint, Hartnett, and Strassner (2003) commented that efforts to expand enrollment and improve educational quality are severely constrained by the growing shortages of qualified academic staff.

Table 1 Applications and Admissions into Federal Universities in Nigeria (2001 – 2011)

Academic year	Universities Application	Admissions	%
2001	893,259	106,304	11.90
2002	1,028,988	129,525	12.60
2003	1,172,313	175,358	14.90
2004	1,043,361	108,148	10.40
2005	926,133	125,673	13.10
2006	1,030,670	107,161	10.40
2007	893,259	149,033	16.70
2008	1,028,988	183,420	17.80
2009	1,185,574	211,991	17.90
2010	1,369,491	188,442	13.8
2011	1,493,604	356,981	23.9

Source. Sofoluwe, Akinsolu & Kayode (2012), JAMB (2005).



*Figure 1.* Barchart showing Universities Applications and admissions (2001 – 2011) Source: Sofoluwe, Akinsolu & Kayode (2012).

The admission procedure adopted for the exercise was institution based and with strict compliance with guidelines on 45% Merit, 35% Catchments, 20% educationally Less Developed States. In addition, the intake must be at the ratio 60:40, Science/Arts respectively. The rapid rise in university student population, not matched by funding, together with the loss of senior staff dissatisfied with the pay and conditions of service has brought about a fall in standards. There is a soaring demand for proper accountability, effective management of the country's available resources and alternative sources of funding university education and a realistic budgetary allocation. Hence, there is need to focus on accountability in university management.

### Concept of Accountability

The purpose of accountability in education is to respond to the implicit social contract between society and the public school system (Fox, 2015; Trow, 1996). Management is accountable for providing the students and the administrators the opportunities to learn as much as possible, within available funding, resources and structures.

Accountability is a system of operation for delivering the desired educational output that specifies the desirable and measurable outcome to be achieved, the assignment of responsibilities to members of the organization to achieve these objectives and the assessment of achievement to ascertain relationship between input and output (Levin, 1974; Ng, 2010). The concept of accountability requires setting goals, assigning responsibilities and verifying how well resources are utilized.

Hence accountability means ensuring that officials in the public, private and voluntary sector organizations are answerable for their actions and that there is redress when duties and commitments are not met. It requires the accountable party to provide an explanation or satisfactory reason for his/her activities and the results of efforts to achieve the specified tasks or objective (Leveille, 2006). Accountability in university education requires valuation of various inputs, including scientific study and planning, adequate research and development, carefully monitored experimentation for collecting and analyzing data and information pertaining to all development. It requires utilization of relevant talent and contribution of a wide range of competent personnel including teachers and other appropriate technologies.

University accountability is a direct response to the public demand for improved educational outcomes. Policymakers generally acknowledge that schools are in crisis. Declining academic performance, increasing dropout rates, inadequate preparation for the workplace, low quality of educational output are some of the symptoms (Aluede et al., 2012). The basic purposes of the concept of accountability are focusing on objectives of organization, fixing responsibility, optimizing relationship between resources -- human, physical and or fiscal results, ensuring prudent resource allocation, improved resource utilization patterns and better information on the performance qualities of personnel and teachers as they relate organizational objectives and ensure that teachers are held responsible for students' results or learning outcomes.

The basic requirements for planning accountability include development and refinement of meaningful goals for education, the translation of such goals and objectives into measurable terms; the development of criteria needed to determine the amount of progress made toward goal achievement and the development and implementation of procedures appropriate for evaluation and for reporting on the progress made (O'Day, 2002).

According to Durosaro (1998), the five alternative means of accountability in education are:

- (1) Goal Accountability - the focus on evaluation is on the appropriateness of the goals and objectives in relation to national policies on education.
- (2) Program Accountability - the focus is on the relevance of the set goals.
- (3) Outcome Accountability -the focus is on the outcome of the project that is measuring of educational input in relation to educational output.
- (4) Performance Accountability - the focus is on efficiency and effectiveness.
- (5) Probity and Legality Accountability - the focus is on compliance with laws and regulations and in spending funds according to the approved budget

However, Trow (1996) grouped accountability in university education into two dimensions. The first one is the distinction between internal and external accountability; while the second dimension involves legal

and financial accountability as well as moral and scholarly (academic) accountability (Knapp & Feldman, 2012).

### **Accountability in University Education**

The term accountability as a general policy construct according to Leveille (2006), refers to the responsibility (if not legal obligation) of campus and system administrators, as well as governmental officials, to provide their supervisors (ultimately, the public) with reports of their stewardship of public funds. It includes a range of policy issues, not all of which are related to student outcomes.

Accountability in education according to Hanushek and Raymond (2005) is a broad concept that could be addressed in many ways, such as using political processes to assure democratic accountability, introducing market-based reforms to increase accountability to parents and children, or developing peer-based accountability systems to increase the professional accountability of teachers. The most commonly considered definition of accountability involves using administrative data-based mechanisms aimed at increasing student achievement (Figlio & Loeb, 2011). Before discussing accountability in universities it is worthwhile to discuss the functions and goals of university education.

There are many divergent opinions about the goal and functions of universities over time. According to Olorundare and Kayode (2014) and Geurgiou (1973), universities in the past were institutions for inculcating a set of values of an essentially religious and Christian character, fostering scholarship and preparation of graduates for services to church and state. The UNESCO conference on the development of higher education in the social, cultural and economic development of Africa in 1963 recommended the following goals of universities: to maintain adherence and loyalty to world academic standards; to ensure the unification of Africa; to encourage revelation and appreciation of African culture and heritage and to dispel misconceptions of Africa through research and teaching of African studies; to develop completely, the human resources for meeting manpower needs; to train the whole man for nation building and to evolve over the years, a truly African pattern of higher learning dedicated to Africa and its people. The early history of university education in Nigeria, therefore, conferred the goals of manpower development, the development of cultural citizens who would function as leaders in society (Owen, Eggins, Gordon, Land, & Rattray, 2013).

In Nigeria, the earliest attempt to define the purpose of university education was the National Curriculum Conference held in 1969 under the auspices of the Nigerian Educational Research Council (NERC) (Sofoluwe et al., 2012). The National Policy on Education (2004) spells out the goals of Nigerian universities as the acquisition, development and inculcation of the proper value orientation for the survival of the individual and society; the development of the intellectual capacities of individuals to understand and appreciate their environments; the acquisition of both physical and intellectual skills, which will enable individuals to develop into useful members of the community and the acquisition of an objective view of the local and external environments. This according to Okojie (2013) has been compromised as many university graduates lack the relevant skills to drive the nation's economic growth.

According to the National Policy on Education (2004), the university goals shall be achieved through: teaching, research, the dissemination of existing and new information, the pursuit of service to the community and being a storehouse of knowledge. The educational managers now use the concept to describe (a) the nature, sources and amounts of revenue inputs, (b) the appropriation of revenues to various programs and (c) the actual expenditures in these programs. These data are then related to educational outputs or educational benefits so that the citizens can understand the financial implications of educational decisions and the program implications of financial decisions. Thus, the educational managers are accountable to the public and the public has information on which to exercise its decision-making power in areas of financial policy.

The formal accountability in UK is stronger and direct which are discharged in part through quality assessment of research linked directly to funding as well as through external reviews of teaching quality (Trow, 1996). In Europe, university education's link to the society through market mechanisms and trust relations are not commonly debated unlike accountability procedures because accountability has been a major factor in European higher education, and is now coming to be a factor in the commercial support for university-based research.

Unlike in Europe, trust is still the fundamental element in the life and autonomy of institutions in the US (Leveille, 2006; Trow, 1996); where effort goes into creating and sustaining the element of trust in



supporting communities. And nothing frightens American educators so much as the charge that American society is losing its trust and confidence in its institutions of higher learning. University accountability in California according to Darling-Hammond and Snyder (2015) is examined in terms of access (access to programs, access at convenient times, access through ability to pay as well as access and the ability to benefit); affordability, relevance and quality (Leveille, 2006).

### Issues on University Accountability

#### Quality Assurance Mechanisms

The term quality assurance refers to mechanisms and processes used to lead to the maintenance and improvement of quality assurance. It also has come to mean a guarantee or certification that particular standards are being met. Thus, quality assurance is largely about the systematic management procedures and processes adopted to ensure achievement of a given quality or continued improvement in quality. In Nigeria, to inculcate the spirit of high standards and quality into the university education and program, a system of quality assurance mechanisms came into existence through the National Universities Commission. These are: accreditation, ranking and program verification.

**Accreditation**  
This is a major quality assurance process done through the National Universities Commission. This is a system of evaluating academic programs in line with the laid down minimum academic standards. The focus of accreditation is comprehensive examining of the mission, resources and procedures of a higher education or program.

According to Okojie (2008), the objectives of university accreditation in Nigeria include:

- To ensure that at least the provision of the minimum Academic Standards documents are attained, maintained and enhanced.
- To assure employers and other members of the community that Nigerian graduates of all academic programs have attained an acceptable level of competency in their areas of specialization.
- Certify to the international community that the programs offered in Nigerian universities are of high standards and their graduates are adequate for employment and for further studies.

According to Okojie (2008), there are four procedures for program accreditation in Nigerian universities. These are Application and selection of Universities for accreditation, Self-study of an institution, Initial evaluation of self-study report and on-site visit by an evaluation team (External Assessment), Accreditation action and public release of accreditation information. The cycle of accreditation at universities is about five years. Accreditation results are either full accreditation, interim accreditation or denied accreditation. The report of accreditation of academic program, in a typical department in the University of Ilorin, Nigeria showed 74.7%. The analysis for the program is revealed in Table 2.

Table 2 *Component of University Accreditation*

Components	Scoring
Academic content	20(87.0%)
Staffing	27(84.4%)
Physical Facilities	12(60.0%)
Funding	3(60.0%)
Library	6(50%)
Employer's Rating	6(50%)

The analysis in Table 2 suggested the level of goal achievement for the academic programs. The results of the accreditation are used by the government for supporting universities financially such as providing subsidies, scholarships or research funds.

#### Ranking of Universities

The world-wide expansion of access to higher education has come with an increasing national and global demand for consumer information on academic quality. This has led to the development of university rankings in many countries (Dill & Soo, 2004). In higher education, college and university rankings are listings of educational institutions in an order determined by any combination of factors. Rankings can be based on

subjectively perceived “quality”, on some combination of empirical statistics, or on surveys of educators, scholars, students, prospective students, or others.

Universities are ranked for several reasons. One of such reason is the need to provide information to the public to guide their choice of institution of study. Guided by ranking reports, students and their families can make informed choices in selecting a university and/or an academic program (Usher, 2009). Ranking reports also used by firms seeking collaborative academic research partners. Therefore ranking is an important information source for guiding the decision-making process.

Ranking also ensures a healthy competition among institutions of higher learning; thus guaranteeing quality improvements rather than just meeting the requirements of minimum standards. Top ranking universities in the league table keep improving on their operations to maintain their positions while those who perform below expectation put in efforts to displace those at the top. In addition, recent research suggests that well designed organizational report cards or rankings can sometimes serve as effective instruments for public accountability (Dill & Soo, 2005). In some countries, particular rankings are used in allocation of government funding to universities.

NUC ranks the Nigerian universities based on program quality. This is to encourage the leading institution in the ranking to maintain and enhance their lead and those at the lower rank to work hard and remedy their deficiencies and improve their program quality to meet the required standards.

Table 3 *Top 10 universities 2015 ranking in Nigeria*

Position	Name of University	Location
1	University of Lagos	Lagos
2.	Obafemi Awolowo University	Ile-Ife
3.	University of Ibadan	Ibadan
4.	University of Ilorin	Ilorin
5.	Covenant University	Ota
6.	Federal University of Technology, Minna	Minna
7.	University of Nigeria	Nsukka
8.	University of Benin	Ugbowo ...
9.	University of Port Harcourt	Port Harcourt
10.	Ahmadu Bello University	Zaria

Source. NUC 2015

### Program Verification

This includes verifying the readiness of a university which intends to establish a fresh program. This is done by verifying the institution’s claim and its resources readiness through physical inspection usually conducted by a team of NUC staff and invited experts in the discipline concerned. However, there have been reports of manipulations in program verification either by the school or the inspection team (Sofoluwe et al., 2012).

### National (USA) Survey by Gross and Grambsch

The first major empirical study of institutional goals was the national (USA) survey conducted by Gross and Grambsch in 1964 and replicated in 1971. These researchers selected a sample of 68 non-denominational “full universities” that offered degrees in many areas for inclusion in the study. They sent a specially designed questionnaire to 5,667 administrators and 3,463 academic staff in 1964 and to 8,829 and 6,256 respectively in 1971. The academic staff response rate was 40% in both surveys. About 50% of administrators responded in 1964 and about 51% in 1971. The overall purpose of both studies was to “determine the goals towards which American universities were moving and how the organized power structure mediated movement toward those goals through resource utilization” (Gross & Grambsch, 1974, p. 27). Each respondent was asked to state the relative degree to which each goal on the list was important (strongly emphasized) at his or her institution, and perceived goal rankings were derived from their responses. Subjects were also asked the relative degree to which they thought a goal should be important and preferred goal rankings were derived from these responses. The 1971 replication also reviewed changes over the intervening seven-year period. The researchers were especially interested in determining if student unrests (which broke out in the late 1960s) had caused goal reorientation.

Nevertheless, several important strategies developed by the researchers and used in both surveys became influential on nearly all subsequent goal studies. Firstly, they differentiated between output goals and support goals. They divided output goals into four areas of traditional university purposes: student-expressive, student-instrumental, research and direct service. They also divided support goals into four categories suggested by the Parsonian functional imperatives: adaptation, management, motivation and position. They measured these eight goal areas in a dual way later used in the famous Institutional Goals Inventory (I.G.I) (Ferrari & Cowman, 2004).

### **Educational Testing Service (ETS)**

An Educational Testing Service (ETS) group headed by Richard E. Peterson began developing the Institutional Goals Inventory. The conceptual framework was derived from the 1964 Gross and Grambsch study. The IGI gauges the perceived importance of goal statements according to present ("IS") and preferred ("SHOULD BE") importance. The goal statements are of two types: Outcome and Process, directly comparable to the Output and Support dichotomy of Gross and Grambsch: While the latter included 47 goal statements, the IGI contains 90 statements organized into 20 "goal areas" 13 of which relate to outcomes and 7 to processes. The 13 outcome areas are: academic development, intellectual orientation, individual and personal development, humanism/altruism, cultural/aesthetic awareness, traditional religiousness, vocational preparation, advanced training, research, meeting local needs, public service, social egalitarianism and social criticism/activism. The seven process areas are: freedom, democratic governance, community, intellectual/aesthetic environment, innovation, off campus learning and accountability/efficiency. In addition, the IGI permits an option of adding 20 goal statements for local interest.

In Nigeria, Ogunsanwo (1980) conducted a case study on the perceptions of the goals of the University of Ibadan by some members of the academic and administrative staff as well as students. The instrument was based on the pattern developed by Gross and Grambsch (1968). The result showed that staff had a fairly high congruent perception of the goals ( $r = .428$ ,  $p < .05$ ) while students showed diversity and very low degree of congruence ( $r = .007$ ) in their perceptions. Based on the findings the researcher suggested the need for the university to redefine its goals and familiarize its members with the institutional goals. Like all case studies, the results of this study are necessarily limited in their applicability and generalizability to other Nigerian universities. Consequently, the present study attempts to overcome this shortcoming.

### **Academic Excellence Indicator System (AEIS)**

The Academic Excellence Indicator System (AEIS) emphasizes student achievement and other academic indicators as the basis for accountability ratings of schools. The indices include student academic and achievement in formation, program, demographic, financial and staff data for each campus. Campus performance objectives for the current school year are included in the report. The performance indicators as revealed by Texas Education Agency (TEA) show the parameters as:

- State - administered assessment performance, by grade, by subject and by all grades tested;
- State Developed Alternative Assessment:
- Progress of Prior Year.
- Student success Initiative:
- Reading Proficiency Tests in English:
- Attendance rate for the full year:
- Dropout rate (by year):
- Completion and dropout rates:
- Percent of high school students completing an advanced course:
- Percentage of graduates completing the recommended high school program or distinguished achievement program;
- Advanced placement and examination results;
- TAAS/FASP equivalency rate:
- College Readiness (Success Initiative) and
- Examination - participation and results.



## CONCLUSION

This article examined accountability in the management of university education in Nigeria. The overview of the state of Nigerian university education was given. The study of the university as an organization came up with different concepts or models as community, bureaucratic, collegial, service station, pluralistic and complex. This was to underscore the complexity of the organization.

The management of university was vested in the Visitor, Officers of the University (Chancellor, Pro Chancellor, Vice Chancellor, Deputy Vice Chancellors, Registrar, Librarian & Bursar), Council Senate Congregation and Convocation. The eight spheres of university management for actual attainment include financial, student, academic program, committee system, personnel, welfare, reward system and physical facilities. For democracy to thrive, the goals of Nigerian universities as contained in the National Policy on Education should be redefined, restated, prioritized and recirculated among the various constituencies of the university. The Vice Chancellor must have the necessary administrative and organizational capacity to enable the university to attain its goals. Resources from both the internal and external environment must be successfully harnessed, prudently used and rationally distributed.

### Recommendations

Based on the aforementioned conclusion, the authors offer the following suggestions with some grave implications for existing practice and future improvements:

The National Policy on Education should be reviewed in order to promote skills needed in the 21st century. There is an urgent need to articulate a curriculum that will develop transferable skills of problem solving and critical thinking. The policy should be redefined, restated, prioritized and re-circulated among the various constituencies of the university.

The Federal Government should provide regulations and guidelines (by legislation, if necessary) for local community participation in managing university education. Governing bodies, councils or University Management Committees should be empowered to monitor each institution's management of funds, personnel and academic programs. To reduce the teacher attrition rate, some have called for efforts to improve teachers' conditions of service, working environment and profile in the media. The mass media should be used constructively to recognize teacher achievement. A Bill aimed at increasing accountability in education should be presented to the National Assembly. The act recognizes the right to adequate education and gives students access to the courts to vindicate that right, while the parent of a student is empowered to conduct litigation on behalf of the student.

The Civil Society (Educational Authorities) should be more active both in demanding quality education and in helping to produce it. This could be achieved through continuous dialog between governments, NGOs and other stakeholders especially for useful, community-based initiatives. Goal setting strategies should be tried in Nigerian universities. Among the more popular and tested goal setting procedures which also enhance consensus and better understanding of organizational goals are the Delphi Technique, PERT (Program Evaluation and Review Technique) and Management by Objectives (MBO).

As a matter of urgency, Nigeria must employ due process mechanism, not only in the award of contracts, but also in all social, economic, political and educational affairs. The due process mechanism should be all embracing and all encompassing. The National Political Reform of 2005 conference should establish formulae for applying due process in all the core areas of the National polity. If well and honestly applied, it will surely lead to the restructuring, reorientation and reawakening, rejuvenation, resurrection and re-birth of Nigeria. The Benchmark reports from the National Universities Commission should also be made known to all education stakeholders. These reports present a variety of revenue and expenditure indicators on a per student basis. The indicators are then analyzed to facilitate discussions of state educational funding trends and to create more areas for comparison.

There is an urgent need for a restructuring and re-engineering of our university system. Duplicated departments and courses need to be streamlined and rationalized. The student population must be reprogrammed to match the existing designed capacities of basic facilities required to promote excellent learning in Nigerian universities. Once the population of the students matches the designed capacities, contact among staff/students will improve the teaching and learning process. The much desired improvement will return to the system.

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