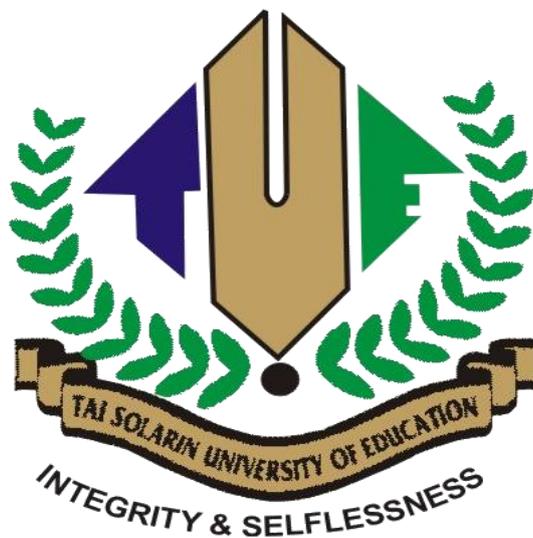


EDUCATION AND POLICY AT LOGGERHEADS: WHO IS TO BLAME?



6TH

INAUGURAL LECTURE

TAI SOLARIN UNIVERSITY OF EDUCATION, IJAGUN, IJEBU ODE

Professor Kayode Olu. IJADUOLA

Thursday, February 6, 2020

Photograph

Professor Kayode Olu. IJADUOLA

B.A.Ed. (Guidance & Counselling), M.Ed. (Educational Management) (OOU); Ph.D (Educational Management) (Ibadan)

Professor of Educational Planning & Policy.

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6TH INAUGURAL LECTURE

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Thursday, February 6, 2020

6TH INAUGURAL LECTURE

Dedication

To my late parents, Chief Julius Oluyemi Ijaduola and Mrs Victoria Folu Ijaduola.

To my beloved wife, Esther and to all our children: Abimbola, Tolulope, Mobolaji & Oluwatomisin.

To the Egbas, Sunrise within the Tropics in Western Education.

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EDUCATION AND POLICY AT LOGGERHEADS: WHO IS TO BLAME?

The Vice Chancellor

Deputy Vice Chancellor

The Registrar

The University Librarian

The Bursar

Provost of Postgraduate College

Deans of Colleges

Directors of Programmes

Heads of Department/Unit

Fellow Professors

Other members of Senate

Non-teaching colleagues

Members of the Host Communities

My Lords spiritual and temporal

Your Royal Majesties

Distinguished guests and friends from sister institutions

Gentlemen and Ladies of the Press

Great TASUEDites

Preamble

It is with great honour and profound appreciation to the Almighty God that I stand on this podium and before this distinguished and honourable audience to deliver this inaugural lecture. This inaugural lecture is the sixth in this University of Education; the first in my Department: Department of Educational Management, College of Specialised and Professional Education.

Mr Vice Chancellor sir, before I dwell into the lecture proper, it is my pleasure to take this honourable audience through my educational memory lane and sojourn in this University. I joined the services of the then Ogun State College of Education later Tai Solarin College of Education in 1993; September 9, to be precise as lecturer 3 in the Department of Educational Management and Curriculum Studies; the Department I headed eight years later as a Senior Lecturer. When the then College of Education became a University of Education in January 2005, I was right-placed and maintained my Senior Lecturership. Three years afterwards, I was promoted to the cadre of Associate Professor and later became a full Professor of Educational Planning and Policy by promotion. The promotion was later approved by the Appointments and Promotion Committee of the University under the able leadership of Professor Oluyemisi Oluremi Obilade on January 30, 2014 and back-dated to 1st October, 2011. I thank Professor Obilade from the bottom of my heart for counting me worthy of this elevation.

Following my promotion to full Professor, I was appointed Dean, College of Applied Education and Vocational Technology, having served as Head of Department of Educational Management for four years as well as Director of Distance Learning Institute for two years.

Mr Vice Chancellor sir, I am always being careful with anything that has to do with figure 6; and I wish to state that it is not a mere coincidence but a sheer divine arrangement that I got married on the 6th day, my first child was born on the 6th day, of the 6th month, I obtained my Ph.D on the 6th day, on the 6th day of different years my parents passed on at very old age, between 2005 when this University came on board and today, I meticulously counted those that had been promoted to full Professor, I happen to be the 6th; and here I am presenting the 6th inaugural lecture of this University on the 6th day. Glory be to God! The title of my inaugural lecture is: EDUCATION AND POLICY AT LOGGERHEADS: WHO IS TO BLAME?

In this lecture, I intend to enlighten my distinguished audience on the various challenges, incidence, upheavals and peculiarities and policy somersaults that characterise the education system in Nigeria and the need to accept blames by the individuals concerned and involved directly or otherwise instead of passing the balk.

Mr Vice Chancellor sir, the thrusts of inaugural lectures are guided by three fundamental considerations;

1. The title should have a relatively disguised meaning; particularly to audience who are not authorities in the discipline being presented.
2. To survey one's area of speciality and espouse all that one has done and the extent of its relevance to the development of humanity; and
3. To accomplish the tradition in Universities worldwide.

In arriving at the title of this inaugural lecture, all the aforementioned basics had been duly considered.

1. Introduction

Policies are major decisions arrived at by a governing or select group or groups in an organisation. Policies are not just any decisions taken in an organisation by any head or any administrator. Some major policies have the status of law and/or edict. Decisions which do not compel the organisation as a whole to act in some specified manner and which are not binding on the members of the organisation do not have the status of a policy. As noted by Akanji (2012), rules are never policies but they may be the watering down of policies to the functional level of the average worker in an organisation who may not have the time and interest to care for what the policy says or does. Rules and regulations reflect the objectives of the organisation and therefore affect the policies too. Rules specify what should and should not be done and at the same time, specify punishment for defaulters. Policy is not rigid and allows a higher percentage of freedom of action and it does not specify punishments.

In education, generally speaking, an educational policy is a definite course of action recommended and adopted by the governing body as necessary to issues and problems of education. Educational policies may take the form of ordinance, codes, acts, edicts or laws. Educational policy should take

the root of national policy objectives in education which are twofold: (1) to meet the demand of individuals for their own development; (2) to meet the needs of the society for its general welfare and development. It should be noted however that sources of educational policy may vary according to the source of control of the educational system. In Nigeria, the Federal Government makes the National Policy on Education. According to Olanrewaju and Sofoluwe (2012), the policies whether they are made by the Federal or the State Governments may be the result of (1) deliberate decisions of the political leaders or top ministry administrator through a summary of demands, problems, conflicts or submission of the lower officers including the classroom teachers. Also, top education officials and leaders may decide to set up policies to guide certain practices in education in view of foreseen or existing problems. (2) Policies may emanate from the knowledge of the factors that militate against learning, teaching and other influencing agencies in education. (3) Government in power may out of an exigency impose a policy without due consultation and deliberation. The government or managers may only impose policy on schools if, for instance, the situation of the country demands quick action as in a situation of sudden state of war, invasion or pestilence.

Never-the-less, the following factors are considered when making education policies:

- (1) Factors relating to its own welfare, organisation and functions.
- (2) Factors related to the organisation and operation of the educational programme and resources in the area.
- (3) Factors pertaining to the agency's relations with its external constituencies such as other agencies, institutions, organisations and influential forces within and without immediate environment.

2. Policy formulation and not execution

Mr Vice Chancellor sir, the crises of education starts from policy formulation and execution as bourgeois intellectuals will want to make us believe. Olamosu (2000) and Ijaduola (2005) affirmed that Nigeria remains capitalist since the colonial rule and thereafter. This implies that despite the attainment of political independence in 1960, the socio-economic policy of the country which also informs its attendant educational policy remains the same with the hitherto colonial capitalist policies.

While under the colonial rule, the fundamental objective of colonial rulers was to exploit the resources of Nigeria and other African (colonised) countries, in the same way, educational system was geared towards reproduction of workers that will service their businesses and governmental machinery. And the schools including Universities, Polytechnics and other Colleges are planned in such ways to produce efficient managers to service the multi-national corporation and other appendage business organisation and civil service that are all geared towards maintaining capitalist interest worldwide. The capitalist structure of our society that is dominated by the imperialist interest is the major reason premium is placed on managerial courses rather than science and technology that are badly needed in an under-developed economy like ours. This position was further supported and corroborated by Ijaduola & Adenaike (1999) who stated emphatically that the polytechnic education has not been maximally utilised for the development of the nation because the avenues for utilisation have not been created by the country that has refused to industrialise. They therefore put the blame for the cause of such under-development on the entrepreneurs who are more interested in being agents rather than being industrialists, manufacturers, or risk-takers.

A few statistical data help to confirm this assertion. In a study conducted by Ijaduola (1995), out of four hundred and four thousand and twenty-six results released by JAMB, 61.23% applied for Management and Social Science courses while 12.04% applied for Science related courses. The bankruptcy of the capitalist policies of the country by successful government since the 1960 political independence has revealed itself at the economic, political and educational levels.

3. Academic freedom and administrative autonomy

Mr Vice Chancellor sir, academic freedom may be regarded as a state in which the custodian of knowledge in institutions of higher learning have the freedom to plan their teaching and research activities and to disseminate research findings. It is the protected corner of intellectual freedom or condition of work granted it as essential for teaching, learning and research (Ijaduola, 2007). Administrative autonomy, on the other hand, is concerned with issues of self-governance and of independence of higher education from the state. The National Policy on Education considered the issues of academic freedom and autonomy as crucial for academic survival when it declared that:

1. The internal organisation and administration of each University will be left to the University.
2. Government is aware that the traditional areas of academic freedom for the universities are;

- i. To select their students
- ii. To appoint their staff; and
- iii. To teach, select areas of research and disseminate the result of such researches without any fear of reprisal. As long as these are in consonance with national objectives, they should be guaranteed to Universities.

But Mr Vice Chancellor sir, what is at stake here is that the Universities, Polytechnics and Colleges of education are yet to be granted guaranteed constitutional autonomy to perform the functions outlined in the National Policy on Education. One could safely argue that the functions of higher institutions in Nigeria are performed outside this institution through extraneous bodies, for instance, the Joint Admissions and Matriculation Board (JAMB), while those of curriculum implementation and maintenance of academic standards are allotted to NUC, NCCE and National Board for Business and Technical Education (NBTE), for the Universities, Colleges of Education and Polytechnics respectively. This is at variance with the policies of autonomy and academic freedom.

Mr Vice Chancellor sir, Ijaduola (2008) agreed with the most scholars who argue that the desired autonomy and academic freedom would be difficult to attain unless government provides the greatest proportion of funds, to sustain these institutions. As a result, both government and institutions should mutually stimulate each other to work towards the goal of attaining the objectives of higher education in Nigeria. While government formulate policies on higher education, the actualisation of such goals and objectives should be left to the institutions to pursue through teaching, research and dissemination of research findings.

4. Funding

Higher education is very expensive to provide worldwide. The major source of financing higher education in Nigeria is government revenue. The unhidden truth is that tertiary education is highly underfunded by the government; consequently, the research activities in these institutions are 'frozen' for lack of funds. The rendering of services to the society through provision of sandwich/part-time/weekend professional education to members of the public, especially the working class, are also being charged for (Ijaduola, Odunaike & Ajayi, 2012).

Mr Vice Chancellor sir, poor funding of the universities and other tertiary institutions has been identified as a fundamental cause of crisis afflicting our educational system. As noted by Ijaduola

(2011), the situation is even worse at the elementary levels where teachers of primary and secondary schools are not being paid for months, where students are to provide their own lockers and chairs, where most of the buildings are dilapidated; and where structures that had been erected for over two, three decades are not being replaced. At the tertiary institutions, like at the lower levels, the story is appalling and terrifying.

There is totally lack of motivation for teachers and non-teaching staff because their remuneration is far below world standard and could not guarantee a good standard of living. Lecturers in Nigeria even earn less than what their counterparts from poorer and other small African countries earn. As a result of the aforementioned ugly development, the universities have witnessed a lot brain drain and strike actions among staff in recent years for the inability of the institutions to pay reasonable salaries to staff. The Ogundeko's report (1978) on University finance, Cookey's report (1981) on salary and conditions of service of university staff and the Fafunwa's report (1984) and the most recent ASUU agitation on funding of education may be cited as special efforts to address the issue of underfunding of education in Nigeria.

However, the problem appears to be getting worse with the proliferation of tertiary institutions at a time when governments' resources are fast dwindling due to mismanagement and economic recession. Equally disturbing is the disparity in the remuneration and conditions of services in the country. This shameful situation explains why strike actions intermittently erupt in the institutions. It is almost absolutely incredible to clamour that Nigeria lacks the resources to adequately sustain higher education whereas she has surplus resources. It is selfless leadership at the three tiers of government that is lacking. Mismanagement of public funds and wrong placement of priorities by government must be properly addressed if higher education is to survive in Nigeria. It is unfortunate, Mr Vice Chancellor, that scoring of a single goal by a Nigerian in an Olympic football competition has been equated to the life earnings of two professors in a university.

The problem is not limited to the remuneration of the intellectual workers. Other problems, as revealed by Ijaduola (2009), include poor infrastructure of the schools to the extent that classrooms available are far short of the existing population of students. For instance, at the Tai Solarin University of Education here, in some general courses classes, a thousand students have to clamp themselves in a class officially meant for fewer than five hundred students. This has led to a situation where most students in the class have to stand throughout the period of lecture. Accommodation is only available for a few. In some of the schools, provision is not even made at

all for students' accommodation. Many University of Ibadan students (the so called premier University) for instance are never accommodated throughout their stay at the University as students. Library remains a ghost of itself because it lacks up-to-date books and journals that are central to research enterprise. This was made more difficult with the current economic recession. The recession which affects the entire economy and made life more unbearable for the poor masses is a serious blow to education sub-sector. The budgetary allocation to the educational sector, which has not been found enough to meet the required needs of the sector, was further inflicted with devaluation of the allocation because of some ugly fiscal policy.

Currency devaluation and fluctuations together with escalating cost in the price of journals and books have crippled library system and thereby rendered research ineffective and difficult to accomplish. As if this was not enough, Ijaduola & Agbajeola (2010) observed that the policy of the government that imposed innumerable taxes on imports of books and journals did not help matters and this contributed to aggravate the problem. Basic necessities like water and chemicals are lacking in the laboratory. How then can any serious research enterprise take place in this environment? It is pathetic to know that successive governments have been paying lip service to this problem without taking any concrete step towards resolving it.

Mr Vice Chancellor sir, another area of decay is that much of the allocation which is even considered inadequate ends up in the private purse of some officials and their accomplice. This in the main is because of corruption, embezzlement, over-invoicing, misappropriation and other forms of primitive accumulation that are associated with capitalist system especially at its underdeveloped stage. This, according to Ijaduola, Odunaike & Ajayi (2012) is especially the case when the educational system is structured along capitalist line like all other capitalist institutions in the system. The government and the university administrators together with their business class contractors understand the allocation in the way it will benefit their business and personal interests. Hence, the reason why greater percentage of the allocations often find their way into the pocket of contractors from where top officials in the universities hierarchy get their own shares.

Similarly, it is a current phenomenon in many of the schools for the administration to delay payment of staff salaries for the sake of the interest that would have accumulated in that bank account of the school functionaries where the amounts are lodged. Not only this, much of the research grants to some Universities, according to National Universities Commission (NUC) report were not accounted for. Such cases of corruption, embezzlement and looting are not limited to the education

sector. It is a replica of what is happening in other sectors; especially among Nigerian ruling class (Olamosu, 2000). For instance, according to a London newspaper, since the early 1970's, Nigeria leaders had amassed personal fortunes totalling seven hundred and twenty seven million dollars in foreign banks. If Nigerian money is being recklessly looted as this how then can the Nigerian Government find enough money to implement free education programmes? This, as posited by Ijaduola (2007), is a clear indication that the resources of the country are more than enough to finance free and qualitative education at all levels; but for the fact that a large chunk of such resources end up in the purse of the ruling class, hence a popular programme such as free education which will go a long way to ameliorate lives of the people could not be implemented.

Mr Vice Chancellor sir, poor funding of universities system and other tertiary institutions tended to turn our professors and other upcoming intellectuals in the country into destitutes for their take home pays that were far less to what a gardener or a driver earns in an oil company. The shrink in the number of the talented and experienced lecturers has no doubt seriously affected the quality of education in the country. Ijaduola (1998) in a study on the trend of brain drain in Nigeria observed that even among those that did not deem it fit to travel out of the country, many are engaged in other businesses outside their teaching profession for survival while others in the job get involved in several dubious ways as a coping strategy by earning extra money. In the former case, there is no denying the fact that this will not allow the lecturers to give his/her best to the students. But given the fact that under normal situation lectureship job is supposed to be a full time job and a twenty-four hour engagement, the authority could hardly sanction lecturers against this. For if they attempt to do so, they will have no lecturer left in the system especially the experienced hands (Ijaduola, 2013). In the latter case, this entails some lecturers printing less standard books or hand-outs at exorbitant fees for the sake of survival. There have also been reported cases of lecturers charging various fees for various functions that are supposed to be carried out as part of their normal duty. Without doubt, such illicit activities cannot be justified for any reason in an institution of higher academic learning. According to Albert Herbert Einstein, survival is the first law of nature. For this reason, the whole blame can hardly be put on the very people who are victims of the environment whom the backward society has thus criminalised. Rather the solution should be traced to the source of such awkward situation. Ijaduola (2006) noted that the problem of shortage of lecturers (staff strength) to students that had been in existence even before the situation attained a crisis point as are witnessing today has further deteriorated. This was further compounded by increases in student population despite the poor state of funding. The immediate consequence arising from this situation

is that teachers can no more relate closely with the students as would have been the case with a limited number of students. And for this reason, the moral life and character of students will be far from being under control and could not be monitored by lecturers or supervisors as expected. It is not coincidental that cultism became famous and strengthened at this period of the crisis (in the mid 80s) during the brain drain. The rise of cultism cannot be dissociated from the inadequate funding of education which made it impossible to accommodate most students in the hostels and thus bring about laxity in the system leading to moral decadence. Poor finance was also responsible for the cancellation of catering services in all tertiary institutions, which led to about 10,000 catering workers losing their jobs in the 80s. At almost the same time, accommodation was cancelled in nearly all secondary schools across the country with emphasis put on unity schools, Federal Government Colleges etc. to accommodate children of the rich.

5. Industrial actions

Another critical issue of great concern, Mr Vice Chancellor sir, is the frequent cases of industrial disputes between staff and government authorities of institution, which often lead to the abrupt suspension of academic activities for months. It has become so rampant that a university student hardly knows the exact period of his graduation even though the duration of the course was specified in his letter of admission. Consequently, as observed by Ijaduola (2014), the academic calendar is often abridged to the detriment of qualitative teaching and learning. Because lecturers are consequently rushed up, mass failure during examinations are recorded. Another attendant problem of these strike actions is the unfold hardship to which the staff are subjected as their salaries are stopped, as by a recent policy of government, viz no work, no pay for striking workers. For example, several families were forced into borrowing at high interest rates in 1996 when salaries of the academic staff members of Nigerian Universities were not paid for five months. The insensitivity of government to effectively address the issues of poor salaries and condition of service of staff, and poor funding of Universities, Polytechnics and Colleges of Education, is a signal that industrial actions in our citadel of learning may remain a recurring decimal. It is hoped that the committee set up to look into the problem once and for all, will nail the issues that breed industrial actions in tertiary institutions in Nigeria. Apart from faithfully implementing their recommendations these should be subjected to review every three years.

6. Appointment of chief executives

The appointment of Vice Chancellors, Rectors and Provosts respectively to Universities, Polytechnics and Colleges of Education is highly politicised in Nigeria. Mr Vice Chancellor sir, this is dangerous as successful candidates who are not God – fearing end up victimising their colleagues who did not belong to their political camps. Only those who favoured the appointment of a chief executive are considered fortunate to be in the booth-lickers association and the tale bearers association. This is unhealthy for untarnished academic progress. Even among the Professors are academic professors and political professors; each pulling from opposite directions and thereby creating confusion and instability. Idle talks and personality conflicts among staff are counter-productive. A University chief executive should demonstrate the model leadership qualities required of that exalted position. According to Ijaduola (2010) the Vice Chancellor is a scholar of high international repute. He must equally be versed in modern techniques of mobilisation of available human and material resources for attaining the goals set by the society for the institution. Ijaduola (2012) posited further that the chief executive should be appointed from among the highest rank of academic members of staff within the institution. The five-year single tenure of office proposed by the Federal Government is considered appropriate for a role incumbent. What he requires are faithful members for various working committees. To ensure an objective implementation of his policies, the chief executive should be allowed to appoint at least half of the members of each Department/Unit that has direct link with the programme of the Committee.

7. Educational planning and distortion in national development.

Mr Vice Chancellor sir, the social demand for education in Nigeria is closely tied to the politics of education in the colonial period when nationalist political movements strove to gain populist support at the grassroots since all parties chanted identical colonialist slogans; the only difference among them, as noted by Ijaduola (2014), could be measured by the extent to which they saw their promises to deliver social welfare services such as education health care facilities, roads etc. Ohuche (2008; 116) admirably put it as follows;

In the absence of disagreement on the fundamentals of politics, the various ruling political parties competed with one another in promising the same things such as

hospitals, educational facilities, roads and industries... With the politicization of ethnicity, this competition was translated into inter-ethnic rivalry in the provision of social welfare, ethnic ascendancy in this competition promoted pride in the group...

In the realm of education, more than any other else, the level and rate of socio-economic attainment have become a basis for inter-ethnic inferiorisation and myth of ethnic superiority. The net result of the above state of affairs is that the privileged ethnic groups are reluctant to make the necessary sacrifice for raising the socio-economic standards of the underprivileged. And the latter are too impatient to tolerate a gradual, long-drawn process of equalisation. Sooner or later, competition turns to conflict (Ohuche,2008;118).The upshot of the above state of affairs has been that educational planning and provision, especially at the tertiary level have not been totally guided by the imperatives of national economic development (Ijaduola,2001). Right from the colonial period, the pluralistic nature of Nigerian society hindered a total nationalistic agenda for national development through higher education. This is not to say that the founding of the Yaba Higher College, Lagos, and the University College, Ibadan, resulted from intra-nationalist competition. At the beginning, all nationalists had a pan-Nigerian outlook in their demands. Also, the expected beneficiaries of higher education saw their salvation in the acquisition of higher education so that they could, at the departure of the colonial masters, take over the high offices in the bureaucracy. But at the level of individual demand, engineered by tribal unions and ethnic welfare groups, the motivating factor for social demand in higher education was not the national development imperatives. Ethnic groups thought of the educational ingredients of the national cake so as to safeguard their group interests.

Mr Vice Chancellor sir, the next point about the politics of higher education is the fact of education being the most potent weapon of political influence and power. In a developing nation of over four hundred language groups, higher education seems the sole open sesame to elite status through upward social mobility. So it had to be courted on a broad ethnic basis. Nnoli's (2003:17) statement seems appropriate to the Nigerian context of inter-ethnic competition for higher educational opportunities:

In the long history of man, higher education has often been used in order to maintain in a privileged position, a particular class or race or group within a nation where

higher education has been thought of in this way the privilege elite has come to think that its members alone represent man in the fullness of his power, given the frailty of human nature it is not a long step from this position to the belief that those outside the privileged group are not really or fully men and so not worthy to be given the rich possibilities of development open to the elite. The only way to avoid the denial of human dignity is for a society to open the resources of its education equally and widely to all men.

The foregoing excerpt graphically demonstrates the wrong headedness of Nigeria's attempts at the provision of higher education. Rather than plan and provide tertiary education for the development of national resources and economic growth, higher education is provided to underscore the myths of inter-ethnic inferiority. In essence, since educational acquisition and attainment of political advantage(via population) merely served as a weapon of domestic colonisation of under-privileged groups by the privileged within the Nigeria polity, the upshot of the foregoing state of affairs in the nation is that higher education today is not planned and executed to match the developmental goals of the nation. At best, it is geared towards providing manpower to enable each geographical and cultural zone of the polity join the affray of sharing the national cake. The unfortunate thing about this tendency is that we have higher education without the intellectual spirit, without the much needed technological knowledge and values necessary for economic development as a nation. For this reason, Nigeria's experience in higher education has failed to yield the much expected benefits of tertiary education as in the developed world.

8. National unity and the quota system in university admission.

Mr Vice Chancellor sir, in the natural order of things, unity precedes democracy, progress and development in society. There cannot be development and progress in a state of anarchy where unity is lacking and the practice of democracy in a disunited setting is quite problematic. In the absence of unity, the mere existence of society is threatened and often a state of emergency is declared to contain the crises that arise. However, unity does not suggest absolute absence of discord but rather a high degree of concordance on the part of citizens, which is able to engender good human relations, cooperation, mutual sacrifices, and above all patriotism. What has eluded Nigeria all the time is not democracy per se but unity. Therefore, the future of democracy in Nigeria will depend on all actions, direct or indirect, that have unity implications. Education has a great share of such actions. But how

education is used in country may have either positive or negative consequences with regard to national unity and democracy.

Educational practices with vital contributions to Nigerian unity include the establishment of unity schools and spread of federal tertiary institutions across the country. Each area having federal schools feels the presence of the national government and appreciates the sense of belonging extended to it by so doing. Again, these schools are known for their power and policy to draw students from all parts of the federation. This helps to start with the processes of Nigeria's unity from the formative years of the children. The National Youth Service Scheme (NYSC) as a youth and educational scheme is equally an extension of the schools of unity due to its ability to draw together Nigerian youths from different tribal, religion, social and higher institutions backgrounds. Perhaps the greatest realisation of the policy of reconciliation which was one of the focal strategies of the government after the civil war was achieved through the NYSC. Today, courtesy of the scheme, hundreds of thousands of youths have settled, worked, married and made homes in parts of the country they never would have dreamt of.

On the one hand, Mr Vice Chancellor sir, one of the educational policies with controversial if not negative effects in the national unity is the quota system. Historically, the system is noted in the general concept of Federal character coined by the Constitution Drafting Committee set up October 18, 1975 by the Federal Military Government. According to Ekeh (1989), the aim of federal character is to achieve national unity in minimising the advantages of ethnic groups that stand to lose in a plain contest of political power and for the benefits that derived from the public realm. The quota system with regard to admission into Federal Universities in Nigeria, specifically, came into operation through the Federal Government circular of September 2, 1983, Ref. No: FME/518/vol.1/99. The circular listed the educationally disadvantaged states as Bauchi, Benue, Borno, Cross River, Gongola, Kaduna, Kano, Lagos, Niger, Plateau, Rivers and Sokoto (Yoloye, 1989, pg. 65). The inclusion of Lagos and Cross River however remained surprising to many people. The quota policy for admission into the universities were as follows: merit 40%; catchment area 30%; educationally less developed 20%; and discretion 10%. Discretion was to provide for good candidates that would have dropped the process of applying the various guidelines and for foreign students allocated 2% of the 10%. But there was the fear that even the university administration and staff may use the discretion in favour of their families and friends. Thus, the circular warned against this. But it is still open to question if the grounds for the fear are no more there.

Mr Vice Chancellor sir, the quota system has both great benefits and demerits or what may be called mixed consequences. On the one hand, it helps to balance the development of the states, which is highly desirable for national unity. But on the other hand, individuals from the state styled as advantaged lose their right of equality with the citizens from the state tagged less developed and this constitutes injustice to such individuals. When two students are in the same class and the less bright one is dropped behind because his/her state is said to be advanced, what kind of youth is the nation developing? That is the beginning of hateful sectional and tribal sentiments that may later in life proliferate into serious social, economic and political disparities and tension. It could be recalled that equality is at the centre of democracy when the United States of America in declaring its independence as far back as July 4, 1776 stated “we hold truths to be self-evident that all men are created equal” (Carlson, 1979:9). Much afterwards, Mr Vice Chancellor, the United Nations made a replica declaration in 1947 that individuals are born free and are equal and entitled to the rights and freedom set forth in its articles “without discrimination of any kind”. In essence, the quota system seems indispensable at certain stages in the development of nations but it is not supposed to be a permanent policy in education. It is the business of the nation to provide education to all the children and not to disenfranchise them on the basis of their states of origin, colour, religion or any other personal characteristics. Many bright and intelligent Nigerian children have been forced out this way to study in even neighbouring countries like Ghana and Republic of Benin while some have left Africa entirely to study and settle in Europe and America while the less intelligent ones are given the opportunity to study and remain in the country. This is part of the genesis of the brain drain syndrome in Nigeria. How can Nigeria ever, join the league of the first twenty countries in the world by the year 2020 with an educational practice that discriminates among the children and drives away the brighter ones abroad?

Mr Vice Chancellor, even the United States of America at some point, had used quota system, despite its declarations on equality but it did not make it a permanent policy. Therefore, there is no problem with the use of quota system in Nigeria but the problem has to do with the intensity and duration of its use. When it is time enough to think outside the box to solve problems which the country is attempting to solve with quota system? Even if the quota system is still used for the next one hundred years will it have totally corrected the problem of educational imbalance in Nigeria? Perhaps, no is the answer. Therefore, it is time to weigh the benefits and demerits of the system in Nigeria to avoid creating other problems while attempting to solve one. There is a saying that one

cannot solve problem while still using the methods and techniques that created the problem in the first place.

Mr Vice Chancellor sir, indeed a growing number of people already feel that the system has contributed its “quota” and should wind up. For instance, Yoloye (1989:68) after analysing statistics of students enrolment into Universities in the country, concluded that there has been some improvements in terms of having all states represented in all Federal Universities. The National Commission on the Review of Higher Education in Nigeria (1992) was more forthright in calling for the winding up of the quota system by the year 2000. It states:

There should be a reduction of the percentage allocation to quota in favour of meritocracy spread over a period. By an agreed date, for example, 2000 A.D, this geographical concession should be completely discontinued. The National Commission gave the following as the transitional time table.

Table 1: Transitional time-table for winding up quota system in university admission in Nigeria

	1990	1992	1994	1996	1998	2000
Merit	40	50	55	60	65	70
Catchment area	30	25	25	25	20	20
Disadvantaged area	20	15	10	5	5	–
Discretionary	10	10	10	10	10	10

Source: The National Commission on the Review of Higher Education in Nigeria (1992:44).

This proposal was of course totally rejected by the government. Still the Commission’s recommendation and other similar views remain as pointer to the need for popular consensus to be reached on the issue as an inevitable implication of democracy.

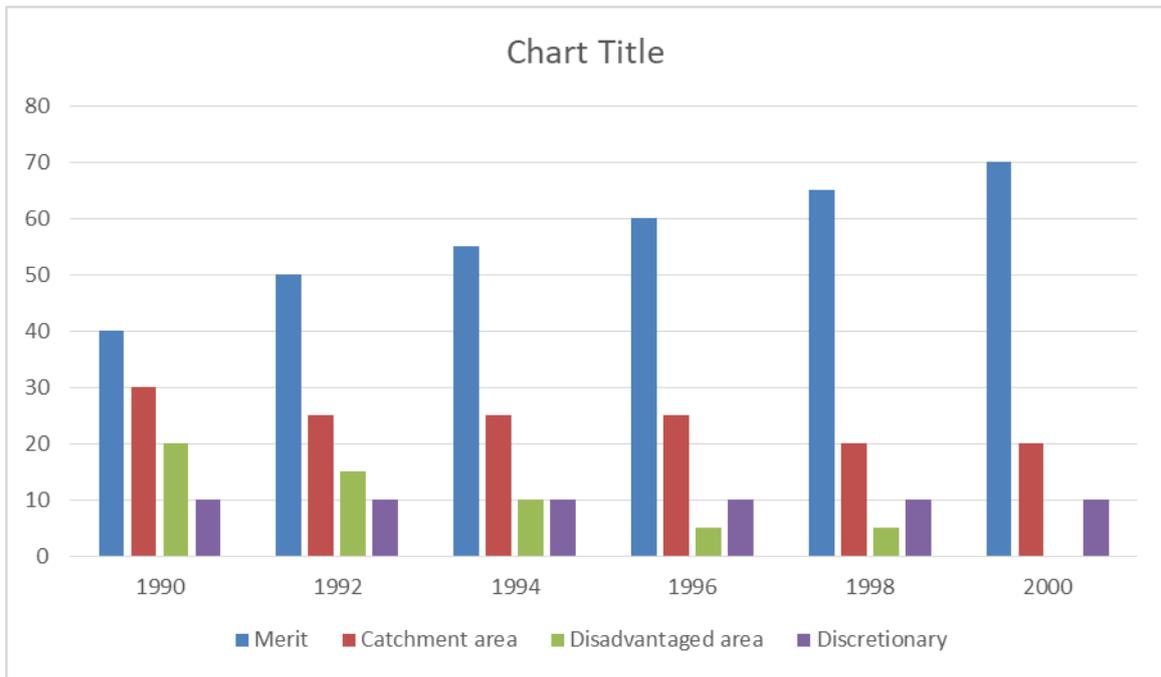


Figure 1: Candidates Application and Access to Universities in Nigeria

In order to ascertain the level of access to the Universities in Nigeria between 2006/07 and 2007/08 academic session across the geo-political zones, the UME candidates as well as those that were admitted was analysed and the results are presented in table 2

Table 2: Rate of Access to the Nigeria Universities across geo-political zones 2003-2005

Year	2003		2004		2005	
	Access	% of Access	Access	% of Access	Access	% of Access
South East	16,541	31.9	47578	44.0	41026	33.4
South West	11,621	22.4	17228	15.9	22901	18.7
South South	12,485	24.1	30739	28.4	35788	29.2
North East	1,536	3.0	2563	2.5	4572	3.7
North West	2,558	5.0	1418	1.3	5112	4.2
North Central	7,048	13.6	8540	7.9	13261	10.8

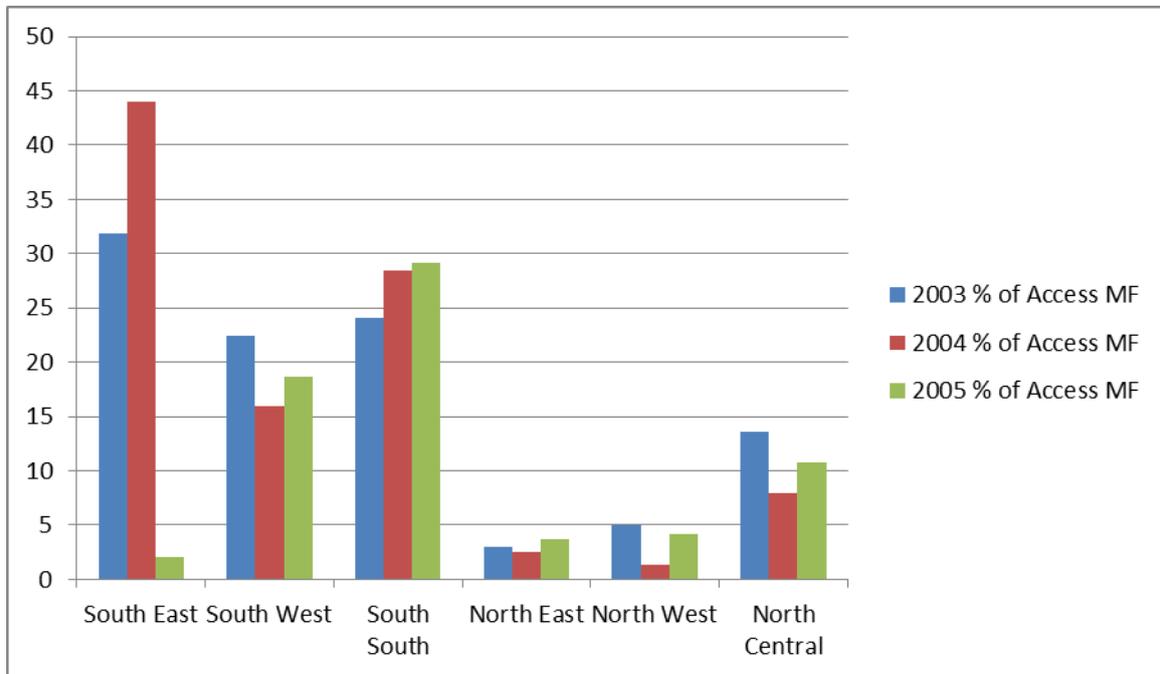


Figure 2: Access into Nigerian Universities across Region

The data in table 2 reveal disparity in the rate of access to higher education across the six zones. The southern zones of the country have average access of 9.6% and 29.3% while in the northern zones, access ranged between 13.2% and 36.6%.

According to experts, the disparity witnessed in the higher education could be due to admission policies and criteria for admission such as merit, catchment area and educationally-less-developed states. While some states have more candidates than their quota, some have no enough candidates to fill theirs. In addition, it appears that the population of school age in relation to the region population is disproportionate. This figure confirmed that level of access to education in Nigeria is less than 40 percent recommended ratio for any nation to make appreciable impact on the economy (UNESCO, 2000). However, Adeyemi (2001) affirmed that the difference in access ratio to tertiary institutions in Nigeria among regions is because the admission is not proportional to the size of enrolment at the terminal grade of the secondary school level in these regions.

9. The uncompleted business in Teacher Education

Mr Vice Chancellor sir, over the years, many of the professions have moved up to the five, six or more years of duration for the initial training of their professionals. As observed by Ijaduola (2019) the implications of this action are basically two: it raises the bar for intending candidates and

provides greater opportunity for the professionals to be truly grounded in not only theory but also practicum on the job. Professionals and vocations like Medicine, Law, Engineering, Pharmacy or Architecture and Agriculture belong to this category. Besides, elongating the duration of pre-service education deepens the professional qualities of a vocation because one of the characteristics of a profession is that long period of training is involved. Therefore, for teaching to keep pace with developments in the professional world, stakeholders have easily seen the need to advocate for increase in the duration of the Bachelor's Degree in Education from its present four to five years. This advocacy has been adopted by both the National Council in Education and the National Teacher Education Policy (NTEP). The NTEP goes further to specify that one out of the five years should be dedicated to teaching practice. This is to redeem the lost glory of the teaching practice which has been mesmerised over the years by ensuring that it now takes longer time and is more strictly supervised. The four years outside the teaching practice as opined by Ijaduola (2016) will also give chance to Education students to take more courses in their teaching subjects unlike now that the exposure of Education students to their teaching subjects is limited and relatively shallow.

Mr Vice Chancellor sir, currently, by combining Education courses with teaching subjects all at the same time, candidates do not take enough courses in the teaching subjects to qualify them for Master's degree in the teaching subjects. For instance, a candidate with B.Sc. (Ed) in Biology Education may not be allowed by the Department of Biology to pursue Master's degree in Biology because the Department is likely to assume that the candidate did not study enough Biology courses at the undergraduate level to qualify him or her to pursue a Master's degree in Biology. Therefore, the four-year duration will positively impact on the number of teaching subjects to be offered by Education students. Most importantly, the anticipated increase in the duration of Bachelor's degree in Education is to enable Education graduates to stand shoulder to shoulder with other professionals possibly in all respects.

Now, this idea sounds so excellent but it has one snag that stakeholders will have to deal with for quite some time to come and that snag is what has kept the resolve to push for five-year duration swinging like pendulum between determination and despair. Mr Vice Chancellor, the snag is that other professions with five or more years duration for pre-service education do not start their graduates on public salary grade level 08 as it happens currently for Education graduates. Therefore, advocating for increase in the duration of Bachelor's degree in Education must go with increase in the entry point into public service of Education graduates and this is where the proposal seems to hit the rock. Mr Vice Chancellor sir, it is already a well known issue that once matters concerning

teachers involve money, it is likely to touch on the sensitivity of government at all levels. This is because there is always the argument that teachers are so many. Any slight increase in their pay may derail the budget of the government. Therefore, this is where the very good proposal of enhancing the education of graduate teachers has got stuck. Whether or not the proposal will sail through and become implementable depends on how this nagging issue is resolved.

Obviously, it may not be an easy issue but members of the teaching profession and all stakeholders have to be put on notice to forget that this is a very serious business that is yet unfinished. The overtaking of the teaching profession by the other professions has started evolving and if the teaching profession refuses to notice it and key in, it will in the future become one of the bases that analysts will use to argue that teaching is not a profession. Therefore, teachers should right on time be made to be part of the process. However, under the current practice where Bachelor's degree has four-year duration, holders of the Nigeria Certificate in Education (NCE) who wish to enrol for the Bachelor's degree in Education are in most cases admitted to the second year (200 level) in the Universities. This seems to suggest that the NCE of three-year duration is only equivalent to 100 level at the University. Also, while the debate for a four-year education degree was going on, opinions were sharply divided about whether the NCE holders should be admitted to 200 or 300 level. The Faculties of Education tended to favour admission of NCE holders to 200 level while the Colleges of Education tended to favour admission to 300 level. However, in this business, the Faculties surely have the upper hand because it is up to them to determine their standards. This then raises the question of what then exactly is the worth of an NCE in the context of admission into a Bachelor of Education programme? Could there be an objective study to assess the value of the NCE in relation to admission into the University so as to be very fair to NCE holders? During the debate, some commentators saw the downgrading of the NCE by the University as a serious discouragement to candidates who wish to pass through the NCE route because it will now take such candidates a minimum of seven years to get Bachelor's degree in Education. They also felt that NCE curriculum and training are rich enough to deserve better than the value placed on it currently by the universities. So is it another case of disparity as between the Higher National Diploma (HND) and the Bachelor's degree? Surely, this is one of the uncompleted business that teacher educators and stakeholders will continue to debate till equilibrium is attained.

10. The quantity and quality issues about the teacher

Many education authorities (Uche, 1980; Bakara & Obain, 1991; Olanrewaju, 2010; Sofoluwe, 2012; Akanji, 2012; Amahala, 2013; Ijaduola, 2009, 2015, 2019) are in agreement that the quality of teachers in Nigeria deteriorates most dramatically with the rise of an uninhibited demand for education by all and sundry in the country. This explosion in demand began most remarkably with the nation's independence (Abdulkadir, 1992) and accelerated in the late 1970's with the coming of the Universal Primary Education (UPE). Shofolahan (1992:46) recalls that primary school enrolment in 1960 was 2.9 million. In 1975 (just before UPE of 1976) it rose to 6.2 million. With the UPE, it skyrocketed to 14.3 million in 1982. The number of primary schools in 1960 was 15,703. By 1984 it turned 38,211. In 1960 there were 135,364 secondary school students. By 1984 the number rose to 3.6 million. The number of secondary schools in 1960 was 1,229. This increased to 6,948 in 1984. In a similar vein, Afe (1992:364) hints that 2.3 million pupils were projected for the UPE whereas 3 million children actually turned up. This made for an underestimation of 300%. In 2000 when the new version of the UPE, now called Universal Basic Education (UBE) was launched in Sokoto by the then President Olusegun Obasanjo, the enrolment explosion continued across the country and all levels of the education system. The pressure of the UPE and UBE readily turned into the tertiary educational level to produce more teachers to adequately cater for the students at the primary and secondary levels and even at the tertiary levels because more students now also advance to the tertiary level. For instance, the UPE of the 1970's was expected to use 59,000 teachers, but with the sudden rise in enrolment, emergency teachers had to be produced in the teacher training institutions (Afe, 1992 & Anikweze, 1995). According to Anikweze, between 1974 and 1978, there were 22 advanced Teachers Colleges (ATCs) and Colleges of Education (COEs). By 1981, there had been 43 of them, with about 34,391 students. In the late 1990's, going by the statistics contained in the National Commission on Colleges of Education, NCCE (1996), Nigeria Encyclopaedia and Directory of Government Establishment (1997) and Joint Admission and Matriculation Board (1998), there were not less than 36 Universities, 34 Polytechnics and 62 Colleges of Education. At present, both the Universities and Colleges of Education in Nigeria are each over one hundred. Still the nation has not met the EFA targets either in terms of the required number of teachers or even school enrolment.

The Nigeria Teacher (1990:53) reveals that by the year 2000, Nigeria target in providing employment education is to achieve 100% enrolment for the school-going population and 80% literacy and numeracy rates among the adult population. According to the journal, this means that

adult literacy rate of 70% in 1990 will be reduced to 20% in the year 2000, a gap of just ten years. Again, in Jomtien, Thailand, the international community met from 5th to 9th March, 1990 on the same issue of EFA and committed itself to its pursuit. Nwabueze (1995) a participant in the summit sheds light on Nigeria's EFA targets for the year 2000 and the information presented here under is extracted there from:

- i. For the pre-primary school level, i.e. those aged 3-6 years and constituting 22.7 million by 1991 census. In 1990, enrolment was 1 million and schools were 900. By 2000, the expectations should be 10 million enrolment, 100,000 schools and 400,000 teachers.
- ii. At the primary school level, i.e. those aged 7-11 years making up 18.32 million by 1991 census. In 1990, enrolment was 14.8 million, classroom 276,000 and teachers 406,508. By 2000 the targets should be 18.32 million enrolment, 1.15million classrooms and 1.28 million teachers.
- iii. At the secondary school level, enrolment and classrooms were each expected to increase by 1 million per annum, and with 100% transition of all graduates of the primary schools to secondary level by 2000.
- iv. In the adult category (persons of 15 years or above) literacy estimated at 50% in 1990 should rise to 80% by 2000 implying that 26 million more persons will be made literate by 2000.

By the year 2000, these targets remained largely unachieved and new targets and dateline of 2015 replaced the 2000 version. This magnitude of the EFA drive is taking place in an educational system that is already sick and full of the hues and cries about education, particularly teacher crisis and gap. Findings of a Committee set up by the National Board for Technical Education (NBTE) in 1990 to investigate the needs for Technical and Business Education teachers discovered that the teachers were in short supply by 94.5%, that is, only 5.5% of the country's need was met. In the same 1990, Fafunwa (1990) in a keynote address as the Hon. Minister of Education at the Annual Conference of the Science Teachers Association of Nigeria states that the greatest problem in the educational sector is acute shortage of professional Science teachers, the exhibition of poor knowledge of content and processes of Science by many Science teachers. All the aforementioned discoveries are congruous with Ijaduola's (2002) study on the same issue. Over the years, the NTBE, the Federal Ministry of Education and stakeholders have made various efforts to address the shortage but it is clear that the country is yet to attract and retain sufficient number of Science and Technical teachers. After assessing the teachers crisis in Nigeria, the Commission on the Review of Higher Education in Nigeria (1992) declares that in the Universities, Polytechnics and Colleges of

Education teachers are grossly lacking in quantity and quality altogether. The Commission, thus, cautions that the situation will not permit the system to run progressive flexible academic programmes that could propel the nation to greatness. Commenting about the situation in the 1990s, Ijaduola (2011) opined that the increase in the number of Universities in Nigeria from 5 in 1970 to 37 in 1993 (24 Federal and 13 State) was one major cause of the trouble being experienced by the education system. He said that the trouble was not just in the absolute numbers, but perhaps even more in the pace at which the increase took place, manifesting sheer lack of planning. He averred that the Universities grew mushroom. The numbers and the mushroom rate of increase stretched the resources available for the purpose beyond the limits they could sustain. The inevitable result was decline, decay and crisis. By the turn of 2010s when enrolment, schools and number of teachers required to run the schools have tripled, the situational possibility of failing to meet the 2015 targets is here once again. Already, the several international bodies have already started talking of the post 2015 agenda.

Mr Vice Chancellor sir, the attempt to provide Education for all continuously mounts pressures on the teaching profession. At every point in time, teachers are said to be lacking yet the quantity of teachers already in the system has reached an insane level compared with available resources. It is a simple logic that sheer quantity or size is one of the most critical variables that determine the complexity in the management of any group. It is also common sense that no profession cheapened by the entrance of all and sundry can be rewarding, be it materially or emotionally. Therefore, for a profession that has already defied efficient management due to its size, whose numerical strength has stretched far beyond the limits of available resources by the reasons of which adequate rewards are lacking - how can one begin to preach of self-esteem, registration and licensing, establishment of true professional association, driving away of quacks, or to put it simply, professionalisation of teachers?

11. The Nigerian Teacher and his Dilemma

Mr Vice Chancellor sir, the importance of the teacher factor for any level of the educational system cannot be over-emphasised. During the colonial era, teaching attracted the genius in the society and the aftermath of that is obvious to all of us. However, according to Fafunwa (1994), no sooner had the Africans taken over the civil service than teaching job became an anathema – a job to be detested. This assertion aligns with Ijaduola's (1994) statement that “as of now, many of those in

the teaching profession, if it could be so referred to, are either taking it as a launch pad till a greener pasture manifests itself or, in the case of women, it is the only job that a woman can do parri-pasu with child rearing.”

In a nutshell, the teaching profession in Nigeria can now be likened to a sinking boat jettisoned by good swimmers, leaving in the sinking boat a few other swimmers who are hoping against hope that the boat may not capsize or who are simply afraid to take the plunge. The third group of good swimmers who jumped or opted out of the sinking boat at the early sign of danger are the teachers who had left the teaching field for other callings which enjoy higher reward and dignity. The second group which remains in the uneasy boat are probably you and me, anticipating that one day, or even overnight, condition of things will improve. The fourth group however are the non-teachers we call teachers in our schools.

Mr Vice Chancellor sir, if the opinions of students are sampled, one will discover that the teaching profession is the least-liked by them. As listed by Adesina (1990), Oderinde (1995) and Ijaduola (1998), the reasons why people dislike teaching, among others, are that the teachers are not well paid, the society and government do not recognise teachers, teachers do not wear latest dresses, they do not ride good cars – if they have at all and that they do not use official vehicles as other civil or public servants do. Other reasons include that teachers are too humble and subservient even to their old students who have become great in other walks of life; their offices are not equipped like other civil or public servants – all suggestive of governments dislike for them. As observed by Ijaduola (2008) a typical Nigerian teacher, irrespective of his level of operation, represents the dregs of the earth and epitomises the biblical ‘levers of wood and drawers of water.’ The refusal to accord desired recognition and pride of place to teachers and their constant rejection and maltreatment by both the government and the general public have, no doubt, contributed significantly to their low morale and poor productivity and consequently to the mess which the Nigerian school system has found itself. As noted by Ajayi (1989) and corroborated by Ijaduola (2004), wherever he turns, the Nigerian teacher lacks recognition. For him, there is nothing like national honours. He is treated as an outcast. He is the unfortunate victim of a calling he espoused in the interest of the nation and humanity. As a worker, he is only accepted as second-rate and must receive his salary and allowances after others have received theirs.

Mr Vice Chancellor sir, in a study conducted among some Nigerian primary school teachers, Ijaduola (2008f), it was established that teachers are generally dissatisfied with the profession, their

reward system and conditions of service as well as their workload. Although they expressed high satisfaction with their colleagues, pupils and heads, yet they expressed great dissatisfaction with the infrastructure, facilities, material and services provided for teaching by the government and most of the teachers felt that their worth in the society was neither recognised nor appreciated. When asked if they would enter the field of teaching again if they had another opportunity, 73% of them gave an emphatic No! When asked if they would encourage their children or friends to take to teaching, only 6% said they would, 9.3% said they probably would, while 86.3% said they would not.

Remarkably, Mr Vice Chancellor, lack of job satisfaction has a demoralising effect on any worker which, in turn, affects job performance and state of mental health. For the Nigerian primary school teachers, four major consequences are identifiable:

- i. His motivation for the job is frustrated by low prestige and status
- ii. Devoid of such esteem, his freedom of thought and independence of action in the teaching situation are diminished.
- iii. Consequent upon low prestige and status, he lacks the grip, influence or authority which is essential to the success of the teaching-learning process.
- iv. Owing to job dissatisfaction, he starts channelling his energies and interest away from fulfilment of his occupational functions towards, for example, roles designed to enhance his economic subsistence (Ijaduola, 2013a).

In the same vein, quoting from his study, Ijaduola (2013c) maintained that ‘Principals (head of the teachers) are mere robots and instrument in the hands of the civil service elites’. All those powers which the principals traditionally had and which made education what it was in those days were hijacked by the civil servants – all in the name of quality control and our children and the nation are paying dearly for it. Fagbamiye (1999) corroborated the contention above when he asserted that “the Ministry of Education and other governmental agencies have over the years eroded the once virtually sacrosanct power enjoyed by the principals”. Teaching profession is the only one in which junior officers assess the senior ones. The Annual Performance Evaluation Report form of principals will have to pass through Zonal Education Officers who in many cases, may be junior officers to the principals by way of qualification and/or experience. This is an orchestrated attempt by our colleagues in the Ministry to keep the teachers under control.

This kind of treatment causes mental agony and absolute disaffection for the profession. It is rather absurd for one’s mate, now the Zonal Education Officer (ZEO) or Chief Inspector of Education

(CIE) to be the one to assess one on the job. Ajibade (1993) in a similar study, asserted that the tone of the language often used by our colleagues in the Ministry in their circular letters to school heads always depicts a master-servant relationship. Even in the intra-personal relationship the master-servant syndrome is surreptitiously established. This diminished status imposed on school administrators makes them unable to talk from position of strength in their different schools; hence they have to be cautious in dealing with the Parents Teachers Association (PTA), Alumni Association, the community, religious bodies in the environment, students and the schools Board of Governors.

A principal's refusal to dance to the tune of a powerful interest, no matter how at variance with the interest of the majority, may lead to his exit from that school or other more serious consequence. Before school principals take decisions at the Board of Governors and PTA meetings on some vital issues the government representatives must be there. The voice of government has been ascribed to one group to the detriment of the other. But are the teachers/principals representing their own government? Or are they not capable of interpreting policies and working without same frame without this robot-like treatment?

Mr Vice Chancellor sir, Ijaduola & Adenaike (2004) in their study on survival of teaching profession in Nigeria observed that when duty calls, teachers are religiously reminded of their sacred responsibilities to the government as its employees, but when the same government doles out its milk to those who deserve it, teachers are usually forgotten. For instance, funds are always made available to equip the offices of other government workers even during periods of economic recession. Teachers' offices are not similarly equipped. The cumulative effective of this barrage of assaults directed against the teaching profession is that it does not attract many people and those who offer themselves for it are generally dissatisfied.

12. Examination Malpractice

Mr Vice Chancellor sir, success in an examination at whatever level is generally rewarding and tends to immediately elicit such positive emotion as joy, happiness, relief, contentment and feeling of fulfilment and of general well-being. Depending on the nature of the examination, success could be rewarded with progression to a higher level, assurance for new job, obtaining a certificate, accolades or other laurels, or simply according the candidate a form of qualification for more

demanding challenges. No single candidate ever wishes or prays to fail an examination. Every individual who writes an examination no matter how well or ill-prepared wishes that he or she could pass. Each candidate strives either by acceptable or not so acceptable means to avoid being labelled or stigmatised as a failure. This unacceptable means is in other words referred to as examination malpractice. Ijaduola (2007) established that there is hardly any issue on education that has generated more serious debate than examination malpractice even in both public and private examinations. It has also truncated the quality of our certificate nationally and internationally. In Nigeria today, the increasing rate, scope and ruthlessness of the perpetrators of examination malpractice is not only a serious cause for concern but a national disgrace and a dent on the overall educational system of the nation. Cheating in an examination has become so internalised and legitimised among students that some of them regard it as a normal process of passing examination.

In a survey of College of Education students' opinion on cheating in examinations, Ijaduola (2004) reported that some students considered reporting someone for cheating a greater offence than cheating itself and that cheating is justified when it is badly needed to keep someone in school. More disturbing, Mr Vice Chancellor, is the fact that teachers, parents and the society at large collaborate with students to cheat. Supporting the above submission, Hassan (2004) asserted that a large number of candidates are pre-disposed to cheating and the situation is not helped by the nonchalant attitude of some examination supervisors, investigators and even principals of the schools. Adeniji (2009) traced the history of examination malpractice and submitted that examination malpractice is not a recent phenomenon in Nigeria or in any part of the world. It is as old as examination itself and no part of the world could be exempted. What seems to be new about examination malpractice is the phenomenal increase in examination malpractice at all levels of educational system. Examination malpractice, leakage and other forms of malpractice are not recent issues in Nigeria. Adeleke (1993) reported that Senior Cambridge Local examination leaked in 1914. He also noted that in 1963, the West African Examination Council (WAEC) detected leakages in the First School Certificate of Education Examination. Since then, cases of examination malpractice have grown in leaps and bounds. In addition, examination fraud has remained one of the biggest problems which confronts the Joint Admission and Matriculation Board (JAMB) since its inception in 1978. Moreover, in WAEC examination, examination malpractice that drew bitter criticism from the public occurred in 1963, 1967, 1970, 1973, 1974, 1977, 1979, 1981, 1987 and 1991. In fact, the leakages of 1967 and 1977 led the Federal Government to set up judicial tribunals to look into causes of examination malpractice and proffer remedies against its re-occurrence in

future. To also show that Nigeria does not have a monopoly of examination malpractice, David Ongom, the Secretary of Uganda National Examination Board in 1994 confessed that fighting examination malpractice in Uganda is just like fighting real war and the enemies are embedded in the midst of the population. When they are caught, they usually drum and readily obtain public opinion against the examining authority since the public sees nothing wrong with cheating in examination.

The level of examination malpractice has made educationists, scholars, researchers and opinion leaders to lament that examination in Nigeria have fallen into disrepute because they are waxing stronger at all levels of its education. The trend today is far from abasing; the problem seems unending. Our Universities, Polytechnics and Colleges of Education tend to be the worse for the occurrence of this anti-social behaviour.

Mr Vice Chancellor sir, an extensive review of literature as well as reviews on various researches carried out on examination malpractice revealed the following types of examination malpractice in our educational institutions:

1. Sales of question papers by official of examining bodies.
2. Favouritism by examiners to designated candidates.
3. Impersonation, which involves declaration to be another person.
4. Candidates discussing answers during examination.
5. Falsification of and tampering with result through alteration.
6. Over-generosity in the award of marks by examiners.
7. Examination contractors and agents having free access to examination centres/halls through deliberate negligence of duties by invigilators as an accessory to the crime.
8. Careless and deliberate display of answer sheet/booklet by a candidate so that it can be copied.
9. Bringing in unauthorised materials such as textbooks, notes, prepared materials carefully hidden on their person, in lockers or mathematical sets, jotting on laps, palms, currency notes clothes, four figures tables etc.
10. Exposure to questions by custodians to candidates before the examination in a betrayal of trust and confidence reposed in them.
11. Mass cheating – for instance dictation of answers especially objective answers to students by a person or group of persons during examination.

12. Entering examination hall with already prepared answers.
13. Collusion involving exchange of scripts, passing notes for help from inside and outside examination hall.

In the same vein, Mr Vice Chancellor, there are different views as to the real causes of examination malpractice. Specifically, scholars like Denga (1983 & 1986), Hassan (1987) Bunza (1996) Adeniji (2000) and Ijaduola (2016) in their different studies identified the following as causes of examination malpractice:

1. Inadequate number of trained and dedicated teachers.
2. Inadequate infrastructure in schools leading to over-crowded classroom and examination halls.
3. Lack of instructional facilities- textbooks, teaching aids, libraries, science laboratory and technology workshops.
4. Absence of guidance counselling services in schools.
5. Tying of promotion of teachers to success of candidates in public examination.
6. Poor teaching in schools and non-completion of syllabus before examination.
7. Lack of confidence on the part of teachers and students.
8. Immorality in the wider society.
9. The desire to be successful at all cost.

13. Conclusion

Mr Vice Chancellor Sir, in order to eschew decline, decay and crisis of education in this country, educational reform and innovation is, no doubt an important area where government and all stakeholders should continue to emphasise. Educational reform and innovation are crucial for consideration in order to meet with the millennium goals as well as the expected vision for education. Notwithstanding, the relatively long gestation period of education before it matures, effective reform and innovation do not come without adequate and serious planning, setting vision, curriculum development and revision, capacity building and professionalism. All these must be taken into consideration in the process of educational reform and innovation. It should, in addition, focus on all aspects of school life.

14. Policy recommendations

Mr Vice Chancellor Sir, for Nigerian educational system to withstand the series of scientific, technological, economic, political, social upheavals and policy somersaults, the following policy measures are deemed relevant:

Management of change: Society is undergoing a profound structural revolution characterised by multiple and basic changes in economic and in social and political institutions. The new forms that emerge will be shaped, in considerable part, by management's skills in managing change and its ability to master the process of innovation through which Science and Technology are transformed into goods and services.

Identifying local needs in education: Education, to achieve its required purpose, must be tailored towards the needs and aspirations of the community and environment.

Education for self-reliance: There must, of course, be manual labour which assists everyone to learn how to use his hands. If the whole population is to take up some kinds of handicrafts, it would bring all sorts of benefits: class divisions would be overcome, production would rise, property and health would improve.

Evaluation of educational reform: Some form of evaluation is inevitable in teaching and learning process. Indeed, a major reform to be done in education sector must not underscore the issue of evaluation before, during or after such reform. This is inevitable because of what is being demanded by all stakeholders in education industry.

Participatory educational planning: This calls for a deliberate, conscious efforts by the government to provide conducive environment for development. It is very necessary, however, for the government not only to set the goals and objectives but also to play an active role in understanding some productive activities to achieve the set target.

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Mr Vice Chancellor, permit me to round-off with this song:

*Almighty God, that is your name,
You will never share your glory with
any man, you will never share your
Glory with anybody, Almighty God
That is your name.*

Mr Vice Chancellor, distinguished ladies and gentlemen, I thank you all for your attention.

Professor Kayode Olu. IJADUOLA

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