
Constraints to the Implementation of Quality Assurance in Tertiary Education in The 21st Century in Nigeria

OKENEMA, EBI FLORA (Ph.D)
ebiflora123@gmail.com

PROF ADIELE EDWARD. E
Department of Educational Management, Faculty of Education,
Ignatius Ajuru University of Education, Port Harcourt
Eddy1@gmail.com

Abstract

The paper examined the constraints to the implementation of quality assurance in tertiary education in the 21st century in Nigeria. The growth and development of any nation depends largely on the quality of human resources available in that nation. The quality of the human resource hinge on the knowledge and skill which is acquired through education. Tertiary education is the major source that provides the required knowledge and skill that will help in the growth of the economy of any given society. Hence, quality education is needed to achieve this. However, higher institutions of learning in Nigeria had been ensnared with so many inadequacies and watersheds that had rendered it somewhat deficient in actualizing its lofty goals and objectives. Thus, there is the need to implement quality assurance in tertiary institutions in Nigeria for efficient service delivery. This paper examines the concept of quality assurance in tertiary education, Constraints to the implementation of quality assurance in tertiary institutions in Nigeria and the way forward. This paper discusses this anomaly with the conclusion that, the absence of quality assurance in tertiary institutions threatens quality of education especially in today's digital era and suggests that, Monitoring, Co-ordination, Supervision and Evaluation machineries be provided. This will serve as follow-up to the formulated policy until it is properly implemented.

Keywords: Quality, Assurance, Implementation, Quality assurance, Education, Tertiary Education

INTRODUCTION

Education is regarded as the key to sustainable development, peace and stability in a country. It remains a truism that the level of education will determine the level of growth and development of any nation's economy. Education is an instrument for economic empowerment and development of sustainable economy (Anunudu, 2010). Okenema (2018) posits that Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, norms and habits which will help in economic empowerment and development of sustainable economy. Okebukola (2005) opines that quality is fitness for a given purpose. Quality therefore is said to be a standard at which an instrument is measured. Assurance is a statement that something will certainly be true or will certainly happen, in tertiary education, assurance implies that the programmes in the tertiary institutions will meet the standard required for global demand and competitiveness. Emeasoba in

Eneasoba and Ezeani (2017) noted that quality assurance ensures the right things are done the right way.

Tertiary education in Nigeria is referred to post-secondary school education, it is a formal organization where education is given after secondary education is under taken. Higher education which is same as tertiary education is established to satisfy specific or general educational needs and purposes of a nation through teaching of students, conducting research and dissemination of knowledge with other community service activities Okeke (2007). Tertiary education is that education that is given to a person who is transformed into a total person who advanced intellectually, emotionally, socially and physically. The quality of life of an individual and that of a society is premised on the quality of education that is available Pibowei-Okubo (2019). Quality tertiary education is expected to address critical issues like dignity of labour, quality leadership and committed citizenship, industrial harmony, political stability, religious tolerance, self-reliance and security. Quality education exposes both the lecturers and students to achieve the tertiary educational goals as stated in the national policy in education (FRN,2014) these include to:

- (a) Contribute to national development through high level manpower training.
- (b) Provide accessible and affordable quality learning opportunities in formal and non-formal education in response to the needs and interest of all Nigerians.
- (c) Provide high quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and world of work.
- (d) Reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market.
- (e) Promote and encourage scholarship, entrepreneurship and community service.
- (f) Forge and cement national unity and
- (g) Promote national and international understanding and interaction.

Before now, Nigeria tertiary educational system was among the best in the world. Unfortunately, there has been a drastic drop in the quality of graduates from the higher institutions of learning. In the face of the current situation of Nigeria educational system, the critical need for a vigorously functional educational system to meet global needs in this 21st century cannot be overlooked. It is against this background that this paper addresses the constraints to the implementation of quality assurance in tertiary education in Nigeria. As Nigeria strike to be among the 20 leading economics of the world, quality education is paramount since education is considered as an instrument for economic empowerment and development of sustainable economy.

Implementation is the practice of moving an awareness from concept to reality. Proper implementation of quality assurance leads to goal attainment in the educational system and reform. Thus, the federal government in her national policy on education outlined objectives to assist the nation through quality assurance implementation for higher institutions staff (academic and non-academic) to tackle the challenges of educational goals in Nigeria with the understanding that the staff and management are the brain behind the success or failure of any national development (Nwanchukwu, 2006). There is the need to implement quality assurance in tertiary institutions in Nigeria for efficient service delivery in line with goals of quality assurance as outlined in the national policy on education (FRN, 2014) to:

- (a) Set, maintain, and improve standard in all aspects of the school system.
- (b) Ensure minimum standard and quality of institutional activities in tertiary institution and continuous supervision.
- (c) Disseminate on regular basis, information on problems and difficulties of teachers and institutions and offer practical solutions to them and

- (d) Encourage dissemination of information on innovation and progressive educational principles and practices in the school system through publications, workshops, meetings seminars, and conferences.

In line with the above objectives Babalola (2005) identified monitoring, content, evaluation, supervision, and inspection as essential indices to achieve quality assurance in tertiary education.

- i. **Monitoring:** This has to do with being watchful on the inputs process, output and the environment of an educational system to make sure things are done in the right way and on the right direction and according to the set standards for instance, monitoring of teachers and administrators service delivery and learners progress from one class to another. The ability to maintain constant monitoring and supervision of quality assurance policies and procedures is critical to the actualization of the goals and objectives of university education especially in this present knowledge – driven economy (Giami and Nwokamma, 2019).
- ii. **Content evaluation:** This has to do with assessment, appraisal, valuation and estimation of the worth of learning content if it is in consonant with the needs of individuals and learners to meet global standard.
- iii. **Supervision:** This deals with overseeing the persons responsible for one thing or the other such as: teaching, learning, resource utilization, management in the process of educating would be graduates.
- iv. **Inspection:** This is a scientific and job focused approach that has to do with close examination, check, scrutiny and assessment of available facilities and other resource been used to enhance effective service delivery in teachers and learners' education with the view to establish the extent at which an institution has met the prescribed standard.

Rationale for Quality Assurance in Tertiary Education

The most common reasons for introducing quality assurance policy into tertiary institutions in Nigeria educational structure is;

- To improve on the standard of tertiary education: the standard of higher education in Nigeria has been generally criticized by some experts. Since quality in education is found useful where the standard of educational system is declining, its existing state is raising alarm or conflict, the introduction of quality assurance will be relevant.
- Education is considered as an instrument for economic empowerment and development of sustainable economy.
- Future expectations: quality assurance may be desired if there is a clear indication about future trend or the expectation of an improved educational system. In Nigeria, education is said to be performing different roles which may be expressed in terms of nation building and national promotion. Therefore, in other to cope with such future demands. There is the need to implement quality assurance policy in such educational system.
- Exogenous factors: the presence of some external factors may influence the system which may also be the source to justify the need to introduce quality assurance in the educational system. For instance, the public may advocate for quality in certain area of the educational system due to poor standard of education experienced. If such demand will benefit the children and the society at large, such policy will be formulated and implemented.

- Emeasoba in Emeasoba and Ezeani (2017) asserted that, the aim of quality assurance is to improve the quality of education for all students. They further stressed that, role quality assurance plays in tertiary institutions include good financial resource management by educators, continuous monitoring of new knowledge creation, updating of curricula, teaching methods and learning approaches to ensure that their graduates have skills and knowledge relevant for current and future labour market needs, increasing private sector participations and systematic evaluation.

Benchmarking in Tertiary Institutions in Nigeria

A benchmark serves as a reference point or a yardstick in determining one's current position. Benchmarking is all about comparing one thing with another. It could also be seen as learning best practices of other tertiary institutions and adapting them to one's institution in order to improve or upgrade obsolete practices. Edith Cowan University (2013) defines benchmarking as continuous and systematic process comparing processes and outcomes with order institutions or exemplars, for the purpose of improving outcomes by identifying, adapting and implementing best practice approaches.

The Quality Framework: This is concerned with the relationship between inputs, process and outputs.

Table 1: Framework for Benchmarking the quality of education in tertiary institutions

Inputs	Process	Outputs	
Students e.g. entry profiles admissions	Induction to the programme, learning environment	Students e.g. completion rates, academic standards, employability, progression to further study	
Staff e.g. qualification recruitment, preparation of Or teaching and development	Design of curricula and assessment, teaching and learning	Staff e.g. productivity, job satisfaction	Source: Adopted from Jackson and Lund (2000). Benchmarking for higher education Academic Standards Frame Work: This is concerned with the relationship between expectations (process) and outcomes (standards actually achieved).
Physical resources e.g. learning facilities, School buildings, learning environments, accommodations	Student guidance and support e.g. academic and personal tutor systems, career development, project supervisions, learning materials and other information		
Equipment, furniture, library, basic amenities, ICT resources, e t c	Student record system e.g. recording and reporting achievement		
Financial resources e.g. fund for procurement of educational facilities, staff salaries, e t c	Management and administrative systems		
External inputs e.g. involvement of stakeholders, expatriates, e t c	Review and evaluation process e.g., peer review, student feedback, employer feed back		

Source: Adopted from Jackson and Lund (2000). Benchmarking for higher education Academic Standards Frame Work: This is concerned with the relationship between expectations (process) and outcomes (standards actually achieved).

Constraints to the Implementation of Quality Assurance in Higher Education in the 21st Century in Nigeria

There has been a positive evolving trend on Nigeria tertiary education, this notwithstanding, the Nigerian education system is still ridden with a lot of challenges which if not reiterated and emphasized for positive action taking, the university education system may really not become a 21st century one. The constraints among others include:

Inadequate School Plant Facilities

Educational facilities for teaching and learning in most tertiary institutions in Nigeria are inadequate, even when provided they are not usually sufficient and are sub-standard. Odeh, Tyokyaa, Aernyi and Ameh (2016) affirms that students in some institutions of higher learning in Nigeria are learning in dilapidated buildings which are poorly ventilated, poorly illuminated, poorly furnished and environmentally depressing and disabling situations, with lecturers sharing small offices this is because most of the buildings were converted from secondary school buildings, this is in line with the view of Instructional resources are important reagent of change in learners, and effective instruction cannot be achieved without adequate provision and use of teaching resources Okenema (2018). Igwe (2011) noted that tertiary institutions have experienced shortage of material and even human resources. He asserted that adequate facilities have not been provided despite the efforts of non-government organizations, individuals, communities and the government itself.

Political Arrangements

This speaks of the effect of the use of power, influence and authority by the government of the day, legislation as a tool of government has direct influence on policy formulation and its implementation process. In general, legislators are compelled to serve the interest of special interest groups. There is therefore the possibility of conflicts between legislation and the rational ideas proposed by the technical planners of education (Gbenu, 2012). The existing political arrangement has influenced the control over educational planning in Nigeria (Agabi & Ogah, 2010). The concentration in universities on either inter-ethnic or inter-senatorial zone rivalry, assumes a deadly dimension, which ever group produces the prize, the vice-chancellorship, (in Babangida's expression) is not only in power but in control. In a country of this sort the effective implementation of quality assurance in tertiary institution is impossible.

Insufficient Funding/ Poor Finance Management

Education has turned out to be the largest industry globally because of its significant role in economic development. Alabi and Okemakinde (2010) noted that in Nigeria, the percentage of the government budget always earmarked for education is too meager. It is no gainsaying that technological qualitative education requires adequate provision of good structures, equipment and learning materials all of which are poorly provided and in most cases they are not provided at all. Adequate funding is necessary if the set goals of higher education have to be achieved. In the same vein Adeniyi and Taiwo (2011) expressed that, one of the major problems facing higher education in Nigeria is low level funding. This resulted to problems such as strikes by academic and non-academic staff, academic staff shortage, dearth of equipment and facilities, and the likes.

Ebong (2013) states that financial management in education is the process of fund mobilization, allocation and judicious utilization for the achievement of defined educational goals. Financial resources are scarce and difficult to acquire therefore financial managers have to ensure that funds are spent wisely and prudently, where this is not done in a judicious manner school

programmes cannot be effectively implemented. Ihebereme (2006) aptly remarked that administrators (headmaster, principals, provosts, rectors and vice chancellors) divert school properties to private use and siphon fund meant to procure modern equipment and facilities for running the school into private pocket.

Inadequate Internet Services/Poor Accessibility

Internet has permeated into all aspects of human endeavour. Okoli (2016) noted that the 21st Century is a knowledge-driven society where individuals perform several skills at the same time. It is also known as the ICT-driven era. Everything is computer-based. Teaching and learning ought to reflect the modern day technology. In other words, teachers are supposed to be trained, retrained and equipped to teach in modern design classrooms with modern technological equipment and adequate ICT facilities. This will go a long way to prepare the students to survive and compete favourably with their counterparts from other climes. Emeke (2018), Observed that Access to internet server is still inefficient in many tertiary institutions and serving outlets, most times, making it impossible to download the required website for registration or instructional delivery, bank details are also delayed in the process of transfer to the university portal to enable students embark on registration.

Technological advancement is seen as the engine for sustainable development and global competitiveness. The educational technological base of Nigeria is still at its embryonic state Olorube (2006). Even when provided, poor power supply, inadequate resources, lack of commitment by government and inadequate manpower have hindered the development of technology in Nigeria. As soon as these things are addressed, Nigeria will join the cloud of industrialized nations of the world as its education rests on quality assurance.

Increase in School Fees

Persistence increase in school fees hinders the effective implementation of quality assurance policy. Higher education was almost free in Nigeria Up until 1978 when the government removed all the subsidies from students of tertiary institutions and introduced full payment of fees. Education costs have greatly increased for items coming under various nomenclature as: tuition, health fee, acceptance fee, restoration fees for identify card, laboratory, library, accommodation and the likes. Attempt by higher institutions to internally generate funds to cushion some of the inadequacies, have triggered some challenges that have made negative impact on the students and their programmes. Sad to note, is the current day validity of Okoli (2013), who investigated the Nigerian situation and reports thus: Students resort to vices in order to cope in the face of fees increase. Many males indulge in robbery while females engage in prostitution. Students with weak background, who would have been brushed up, do not have the opportunity because of these difficult situations. These conditions lend breath to failure in examinations, and most often lead to examination malpractices.

Certificate Racketeering and Marketability of Tertiary Institutions Graduates

The acquisition of certificate through dishonest and illegal activities also exist in the higher institutions. Quality assurance cannot exist in an institution that Racket and market certificates of higher institution graduates. Alutu and Aluede (2006), Crimefacts (2013) have reported the high level of “cash for certificate” scam going on, even in the Nigerian law school, he is of the opinion that, most certificates today are no longer true representations of the intellectual capabilities of their owners. The globalization of the 21st century demands that higher institution graduates possess attitude, knowledge, skills and competences to meet the challenges of the dynamic work environments in their capacity as the “total man”, which tertiary education is expected to fashion them into. This assumption defiles the urge and the glamour for paper qualifications, but stresses on

the actual learning experiences which an individual is to transfer in practical situations in work settings.

Labour Unrest

Nigerian tertiary educations have been bedeviled for so many years by disturbing labour unrest. The end result is that, there is hardly any tertiary institution in Nigeria that has not been disrupted or which can vaunt of not putting its students through crash programme at one stage or another of their studies. This does not augur well for the educational development of the country Obi (2000) cited in Emeke (2018). Most employers are complaining of Nigerian graduates being hardly literate, yet the number of both engaged and academic learning time available to students continue to get depleted by never-ending strike actions by all existing unions. Looking at it, the Osun Radio in Dimunah (2017) stated that ASUU went on strike for 5 months in 2000, 3 months in 2001, 2 weeks in 2002, 6 months in 2003, 3 days in 2005, 1 week in 2006, 3 months in 2007, 1 week in 2008, 4 months in 2009, 5 months 1 week in 2010, 3 months in 20011 and 5 month 20 days in 2013. Not even the agreement reached and signed in 2009 by the union and federal government on “Earned Allowance” could help forestall these strikes being embarked upon by the union because the federal government on its part is not being proactive in ending this problem all on the excuse of “No Money” as always being assumed by government.

Inadequate Human Resource/Poor Remuneration

The development and growth of any nation mainly depends on the quality of human resources available to her. Tertiary education is the major source of providing the required knowledge that will help generate and accelerate knowledge flow, for modern based economies, (Ayo-Sobowale & Akinyemi (2011). Poor Remuneration for Academic Staff is one lingering crisis that had consistently demoralized the productivity of lecturers especially in federal tertiary institutions in Nigeria. It is on record that lecturers in tertiary institutions in Nigeria are the least paid in Africa. This position was affirmed by Amadike in Idialu (2017) when he noted that poor remuneration is responsible for the poor attitude to work of staff; they go about doing their own business instead of concentrating on how to improve the quality of teaching and learning in tertiary institutions in Nigeria. Coupled with this challenge, is the issue of work load, which is as a result of shortage of staff. Academic staffs especially in federal universities are overburdened with excess work load arising from the number of undergraduates’/post graduates’ supervisees allotted to each supervisor per session, in addition to the courses to be taught and they are also expected to do research. The question is what time do they have to do all these? The stress arising from excess work load has been attributed to the frequent death of lecturers especially in the University of Port Harcourt, Nigeria.

WAY FORWARD

- (i) Standardized instruments should be used to monitor quality assurance in higher institutions. For instance, there should be a comparison between the intended outcome of the policy and the actual achievements on the basis of experience gained during the implementation. According to Owlia and Aspinwall (1996) cited in onyeike (2015) opines that, product quality can be evaluated in terms of serviceability, reliability, performance, conformance, durability, and features.
- (ii) Quality assurance demands adequate funding. If government is poised to provide adequate fund, the school management should ensure that such funds are disbursed and utilized by

various units and arms in the school for the achievement of the collective goals and objectives of quality assurance in the school system.

- (iii) Private sector participation or industrial linkage is an essential element in ensuring quality assurance in education, as a matter of government policy; this should be made to be feasible. Management of higher institutions should partner with private agencies for the installation of internet services and upgrade the bandwidth for wider coverage as to guarantee an enabling teaching and learning environment for improved quality in research and scholarship especially among academic staff.
- (iv) Reforms to review existing curriculum in institutions of higher learning should be done periodically such that it would meet the demand of the 21st century knowledge-driven society.
- (v) Less emphasis should be accorded to certificates and greater consideration be given to practical skills by both the public and the organized private sector.
- (vi) There is need to ensure that minimum academic standard (MAS) is established in tertiary institutions in Nigeria.

Asiyai (2013) noted that the lecturers can also contribute meaningfully in the improvement of higher education through involvement in collaborative action research with employers of labour. This can be done effectively by Encouraging team work, innovation and creativity among students, ensuring effective classroom management and control during instruction, creating positive learning environment or climate so that students can actively be involved in learning process to ensure in them a permanent change in desirable behavior, avoiding unethical conducts such as plagiarism, poor teaching, aiding examination malpractice and the likes.

CONCLUSION

The success of the higher institution of learning depends on the degree of the implementation of quality assurance in order to achieve the educational goals. This explains why society through ages had one form of educational system or the other, whether indigenous or western education. Reason being that education is important to man as life itself on the planet earth. Education varies from place to place and also from time to time. This explains why all nations, both great and small, continuously implement various educational programmes to improve the living standard and the general well-being of its citizens.

The essence of quality assurance in tertiary institution is for the production of effective and efficient teaching and learning process to improve the educational system by applying contemporary skills to drive home instructional delivery for all round development of the learner. To achieve the quality needed in tertiary education, administrators need to pay closer attention to help learners realize the educational goals by the acquisition of appropriate knowledge, skills and the development of mental, physical and social abilities and competences as equipment for the individual to live and contribute to the development of the society. It may seem that ensuring quality higher educational system is expensive but the benefits outweigh the cost in the long run.

SUGGESTIONS

The following recommendations are made to ensure effective implementation of quality assurance in tertiary education in Nigeria.

1. Monitoring, Co-ordination, Supervision and Evaluation machineries should be provided. This will serve as follow-up to the formulated policy until it is properly implemented;
2. The quality assurance policy to be implemented should conform with ethical standards of the society; and
3. The fiscal drags in control of tertiary institutions by politicians should be reduced in the country so as to stabilize the economy and raise enough resources for quality education and reforms.

REFERENCES

- Adeniyi, E. & Taiwo, S. (2011). Funding higher education in Nigeria through cost sharing: Perceptions of lecturers, students and parent. *European journal of social sciences*.
- Agabi, C. O. & Ogah, J. I. (2010). Education and Human Resource Planning in Nigeria: The Case of National Manpower Board (NMB). *International Journal of Research in Education*.
- Alabi, A. O. & Okemakinde, T. (2010). Effective planning as a factor of education reform and innovation in Nigeria. *Current Research Journal of Social Science*.
- Alutu, A. N. G. & Aluede, G. (2006). Secondary schools' students' perception of examination malpractice and examination ethics. *Journal of Human Economy*.
- Amadike in Idialu, E. E. (2017). Ensuring quality assurance in vocational education in Nigeria. *Studies in Education*.
- Anumudu, E. N. (2010). Quality assurance in teacher preparation for vision 20-20-20. In Okadi, O. & Eze, U. (eds). *Teacher preparation and the vision 20-20-20 in Nigeria*. institute of Education, University of Nigeria, Nsukka.
- Asiyai, R. I (2013). Challenges of quality in higher education in Nigeria in the 21st century, *International Journal of Educational Planning & Administration*.
- Ayo-Sobowale, M. & Akinyemi, S. (2011). Funding strategies for quality university education in Nigeria. The principle of fiscal justice. *Journal of studies in education*.
- Babalola, J.B. (2005). *Management of primary and secondary education in Nigeria*. NAEP Publication.
- Crimefacts (2013). *Cash-and-carry certificate: lawyer raises alarm over alleged certificate racketeering in Nigerian law school*. July 25, 2013.
- Dimunah, V. O. (2017). Underfunding of federal university in Nigeria and perceived impact on administration: An exploratory case study. Published Doctoral Thesis, School of Education, College of Professional Studies. Northeastern University Boston, Massachusetts.
- Ebong, J. M. (2013). School finance management. In J.D. Asodike, J.M. Ebong, S.O. Oluwuo & N.M. Abraham (eds): *contemporary administrative and teaching issues in Nigerian schools*. 201 – 215: Alphabet Nigeria publications.
- Edith Cowan University (2013). Benchmarking: a literature review. Retrieved from <http://intranet.ecu.edu.au/data/assets/pdffile/0010/35719/benchmarking-LiteratureReview.pdf> on 5/6/2021
- Eneasoba, N. C. & Ezeani, A. N. (2017). Quality assurance in the teaching of Vocational education for sustainable National development in tertiary institutions. *Nigerian Journal of Educational Administration and Planning*.
- Emeke, E. A. (2018). The Nigerian university of the 21st century *Convocation lecture* for the 35th & 36th convocation ceremony, Ignatius Ajuru University of Education: Pearl publications.

- Federal Republic of Nigeria (2014). *National policy on education*. Abuja: NERDC.
- Giami, C. B. N. & Nwokamma, A. O. (2019). Managing quality assurance for the transformation of University education in the contemporary Nigeria. *International Journal of Innovative Social Science & Humanities Research*.
- Gbenu, J. P. (2012). *The adoption of the principles of social demand approach (SDA) as a strategy towards ensuring the success of the UBE programme in Nigeria*. Knowledge review.
- Igwe, A. O. (2011). *Constraints on the implementation of adult education programmes in Enugu South Local Government Area*. Enugu State.
- Ihebereme, C. (2006). *School administration: an overview*. Owerri: Kaybee Cee publications.
- Jackson, N. & Lund, H. (2000). Introduction to benchmarking. In N. Jackson & H. Lund (eds). *Benchmarking for higher education*. Buckingham: Open University Press.
- Nwanchukwu, P. O. (2006). School effectiveness and quality improvement: Quality teaching in Nigeria secondary school. Retrieved on 7/6/2021 from www.ncsu.edu/so/nsu/eam/TASS.40/D/ube.pdf
- Odeh, R. C., Tyoyaa, C. I., Aernyi, I. & Ameh, E. (2016). Higher education in Nigeria and the challenge of funding: The way forward. In N. M. Abraham, D.O. Durosaro, Y.I. Wunti, G.G. Kpee, F.T. Bua & O.E. Okpa (Eds.) *Changes and innovations in financing education for sustainable national development*, p. 401-410. Port Harcourt-Nigeria: University of Port Harcourt Press.
- Okebukola, P. (2005). *Quality assurance in the Nigerian university system*. A keynote address presented at 2005 fellowship seminar/award of the curriculum organization of Nigeria at university of Jos.
- Okeke, B. S. (2007). Socio-philosophical basis of reforms in education sector in Nigeria. A lead paper at the 2007 institute of education national conference on education sector reforms in Nigeria: University of Nigeria
- Okenema, E. F. (2018). Resource adequacy for the implementation of universal basic education programme in Bayelsa State. Unpublished Masters Dissertation, Ignatius Ajuru University of Education, Port Harcourt.
- Okoli, N. J. (2016). University education system problems in Nigeria: Issues and Prospects. In E. Omolewa (Ed.) *Discourse on the state of education in Nigeria*: Laurel Educational Publishers
- Okoli, N. J. (2013). University education policies in Nigeria 1960 – 2000: A historical appraisal. Unpublished Doctoral Dissertation, University of Port Harcourt.
- Ololube, N. P. (2006). The impact of professional and non-professional teachers' competencies in secondary school in Nigeria. *Journal of information technology impact*.
- Onyeike, V. C. (2015). *Recent trends in the development of tertiary education in Nigeria, issues and trends in change and innovation in Nigerian Education System* (eds) Juliet O. Ajuonuma, Juliana D. Asodike and Ruth O. Anyaogu (2015).
- Pibowi-Okubo, S. A. (2019). *Trends and issues in the quality of education in public university in Rivers State*. Port Harcourt: Department of Education Management, Faculty of Education, Ignatius Ajuru University of Education.
- Tilaker (2009). Education of social studies curriculum for sustainable development. Sule, R.J. (ed), *TS\arts and social sciences*.
- Akporehe, D. & Osiobe, C. (2016). Enhancing quality assurance of university education in Nigeria. Paper presented at the 2nd International Conference of ASPROAEDU held at Madina Institute of Science and Technology, Accra Ghana on 15th June
- Ojo, B. J. (2011). Supervision and quality assurance strategies in education: Implication for educational policy making. Retrieved on 9/6/2021 from <http://www.eduresearch/resources.org.ng>.