

**UNIVERSITY CRISIS AND EDUCATIONAL DECADENCE IN NIGERIA UNIVERSITIES:
(THE CASE OF PUBLIC UNIVERSITIES FOR THE PERIOD 2010 – 2020)**

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Abstract

The Nigerian universities have witnessed an unprecedented distortion in the academic calendar due to incessant crises of different levels and intensity. The history of Nigeria Universities cannot be told without the inclusion of events that surround closures owing to strikes. Strikes of various natures have contributed to the continued retrogressive development in the standard and quality delivery in our education system, especially during the period under review. These crises have over time deterred them from meeting the demands of the 21st century. To this end, this paper examined the relationship between these crises and the decadence in our educational sector. To achieve this, two research questions and two hypotheses were formulated. A survey method was adopted using the questionnaire as a tool to elicit information from 100 respondents randomly selected from the three (3) principal unions in the university. 5 focused group discussions were adopted comprising of students from different levels. Interviews involving other stakeholders outside the university were also conducted. Data from the respondents were analysed using the chi-square and regression statistical tool. Results indicate that there is a significant relationship between the university crisis and the level of decadence in our standards of education leading to decadence within the past decade. Paper recommends that a more collaborative approach involving major stakeholders in our educational sector is key to sustaining the system without undue interruptions. Government should as a matter of transparency be open to dialogues and ensure commitment to agreed terms with the academic unions.

Key Words: Crisis, Public Universities, Education, Decadence

Introduction

Over the years, of the history of humankind, institutions of higher learning have played an important role in society (Chankseliani, Qoraboyev, & Gimranova, 2021). University education has been at the forefront of developing humans and society. Davies and Amesi (2009) stated that the relevance of University Education to national development is not debatable in this modern time of scientific and technological knowledge explosion and globalization. It provides not only the high-level skills necessary for every labour market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a myriad of other personnel. It is these trained individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies (Educational Pathways International, 2022).

For the above reasons, many developed countries have continued to sponsor and fund their universities system. As the Quacquarelli Symonds (QS) World University Rankings (2022) report shows that most top universities in the world are from the United States of America, the United Kingdom, Zürich, Switzerland, and the Netherland among others. Similarly, the United States World Report (2022) ranking of the 2021 best countries for education showed that the United States, United Kingdom, Germany, Canada, France, and Switzerland among others have the best university system in the world. In Africa, the United States World

Report (2022) report showed that South Africa and Egypt are occupying the first and second positions. Sadly, no Nigerian university was among the best one thousand (1000) universities in the world and the top ten (10) in Africa. It was the only University of Ibadan that made it to the position of 1231 in the world and 18th position in Africa.

Unfortunately, the above reports are not good news for a country that prides itself as the “giant of Africa”. The Nigerian universities have witnessed unprecedented crises and distortions in the academic calendar due to incessant crises of different levels and intensity. The history of Nigeria Universities cannot be told without the inclusion of events that surround closures owing to strikes. Strikes of various natures have contributed to the continued retrogressive development in the standard and quality delivery in our education system, especially during the period under review. These crises have over time deterred them from meeting the demands of the 21st century. It has increased brain drain as Wahab (2020) stated that in the 1960s to early 1980s, some foreigners were in the nation’s universities as teachers and students, but today, the story is different. Many brilliant and experienced lecturers are frustrated out of the country looking for a “greener pasture job” and the few lecturers available are always moving between their primary places of assignment and some private universities where they work part-time.

More worrisome of the crisis universities face in Nigeria is poor funding that has necessitated the ritual reoccurring Academic Staff Union of Universities (ASUU) strikes. The Nigerian government has found it difficult to meet the United Nations Educational Scientific and Cultural Organization, UNESCO, recommendations that the budget for education should be between 16 – 25 per cent of the national budget (Ogunode, Yiolokun, & Akeredolu, 2019). Wahab (2020) added that federal allocation to education in Nigeria rarely goes beyond 6 per cent, a far cry from the internationally recommended standard. This has affected the purchase and use of Information and Communication Technology (ICT) in universities. This was seen during the Coronavirus (COVID-19) when the economy was put on lockdown. These universities could not use virtual digital learning platforms for teaching and learning.

Furthermore, many universities face the crisis of inadequate infrastructural facilities, which have hindered teaching, learning and research development. John (2016) posited that infrastructure facilities and laboratory equipment in the Nigerian universities are not in good condition and majorities are even outdated. All the required resources for the education production process are in short supply which poses a hindrance to learning and research work. As a result, many universities that lack ICT facilities such as the Internet, computers, laptops, and computer studies among others struggle to keep sustainable research development. Also, there are the challenges of inadequate science laboratories and facilities for scientific research and other experiments that have affected the sustainability of research development of these universities. Ogunode, et al. (2019) submitted that the average proportion of all research journal publications from Nigerian universities with at least one foreign co-author is of lower quality compared to what is obtained in some other African countries. This is obvious because the internationalization of a university shows the degree of its involvement in the global educational and scientific process.

Regrettably, the corruption in the Nigerian system seems to have brought about educational decadence in the university system because of the crisis it caused among universities. The consequences of these crises seem to have subsequently resulted in educational decadence where some countries like the United Kingdom (UK) has excluded Nigerian graduates from their work permit. According to Ojeme (2022), UK’s action against Nigerian graduates was based on the fact that Nigerian universities do not appear in any of the global rankings. Oloniniran (2022) likewise reported that ASUU lamented that facilities are not readily available in Nigerian universities, infrastructures are not maintained among many other challenges, whereas the ranking of universities is dependent on such criteria and many others. In a similar situation, Adeniji (2022) reported that the United Arab Emirate (UAE) also excluded Nigerians from their work permit and despite that, many Nigerians travel in mass to study at their universities and work as well.

Given the above, it appears there is silence about the situation and the university system is helpless. From preliminary research, there seems to be a lack of literary works on this subject matter, especially from 2010 to 2020 to prompt the government when to publish to take drastic actions. To fill this gap, this paper sought to examine the university crisis and educational decadence in Nigerian universities. A study of public universities for the period of 2010 to 2020.

Statement of the Problem

The Nigerian universities have witnessed lots of crises, especially the ASUU strike where the students are meant to stay away from the school system ranging from weeks to months. In some situations where the strike lasted for some months, after the strike, the academic curricula are rushed and exams that are not subjected to proper teaching are taken just to ensure they make up for time lost. In some of these situations, low interest in academic activities and research activities is the centre stage and the students are awarded certificates. However, as this sorry situation continues and when nothing is done about it, the quality university system might be in jeopardy in no distant time. It is at this junction it is important to ascertain whether the university crisis has a link to education decadence in Nigerian universities, especially among the public universities between 2010 to 2020. It is against this backdrop that this study was borne.

Objectives of the Study

The broad objective of the study is to ascertain the relationship between university crisis and educational decadence in Nigerian universities. A study of public universities for the period of 2010 to 2020. Specifically, this sought to:

1. Determine the relationship between university crisis and the quality of certificates awarded in Nigerian universities
2. Examine the relationship between incessant university crisis and low research and learning output in Nigerian universities

Research Questions

The following research questions guided the study.

1. Is there a significant relationship between university crisis and the quality of certificates awarded in Nigerian universities?
2. Is there a significant relationship between incessant university crisis and low research and learning output in Nigerian universities?

Hypotheses

The following hypotheses were tested at a 0.05 significant level;

Hypothesis One

There is a significant relationship between the university crisis and the quality of certificates awarded in Nigerian universities

Hypothesis Two

There is a significant relationship between incessant university crisis and low research and learning output in Nigerian universities?

Literature Review

University Crises and Educational Decadence

Different aspects of the university crisis have had an impact on how valuable the universities are as educational institutions. The following are a few of the crises Nigerian universities face:

Strike: Universities, according to Ugar (2018) exist to educate a larger population and produce graduates with the capability to stimulate economic growth. However, the ASUU strike has made it difficult for

Nigerian universities to run efficiently. Njoku (2022) stated that the disruption of academic activities, irregular learning at universities, and discouragement and demotivation of students in their academics are the repercussions of the ASUU strike on the academic activities of public university students. Adibe (2009) asserted that incessant strikes routinely disrupt the academic calendar. Dornubari (2022) added that the amount of time students are expected to spend in class has increased over time and will continue to do so if ASUU strike actions are not restrained, stopped, or at the least, reduced to the absolute minimum. This amounts to the likelihood that the lecturers will have to squeeze everything they need to say into the time they have when the students return and are unable to transfer knowledge to the students.

OVERVIEW OF STRIKES FOR THE PERIOD(2010 – 2020)

(Kolawole, 2022)

YEAR	DURATION
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2010	5 months
2011	59 days
2013	5 months
2017	1 month
2018	3 months
2020	9 months

TOTAL 23 Months 59 days)

According to the above report, incessant strikes have impacted on our educational standards, it has also been linked to criminality and out-of-school students

Poor University Funding: The academic activities of universities in Nigeria have been hampered by insufficient funding. Ifeanyi, Jacob, and Solomon (2021) assert that inadequate funding for Nigerian universities has led to a lack of infrastructure, inadequate staffing, poor educational quality, strike actions, and brain drain. This situation continues as a result of the lack of political will to implement the UNESCO 26 per cent for education. This is because, as Ololube (2016) noted, the quality of the educational system that is operational in any country is largely determined by the degree of funding that is provided for education at all levels.

Corruption: One of the crises affecting Nigerian universities is corruption, according to Ahmodu and Sofoluwe (2018). They claim that the situation at these universities has deteriorated to the point where they have turned into ivory towers besieged by scandals and where top administrators are being accused of financial misconduct and poor administration. Jacob, Josiah, and Solomon (2021) asserted that the effect of corruption on public university administration in Nigeria includes the following: cuts to funding for administrative functions, a lack of infrastructure, a shortage of academic staff, poor educational quality, resource wastage, an increase in administrative costs, impeding the development of public universities, and poor image of public universities in international communities.

Internal Politics: These internal politics played in the Nigerian universities cannot be divorced from the government at the state or federal. According to Ogunode and Abubakar (2022), with political interference, there is discrimination, favouritism, and bias in the appointment of vice-chancellors, promotion of lecturers, the selection of the board of governors, appointment of the board of governors, allocation of funds, and lack of freedom on the parts of the vice-chancellors, lecturers, school-community relation member of the board of governors and board of members to express their opinions on matters affecting them. However, these situations fuel the type of internal politics played in the universities. As Omemu (2015) observed, qualification and hard work which are supposed to be the parameters for the appointment of principal officers in higher institutions of learning are hardly adhered to when political forces set in. This affects the quality

of university education because there will be a show of fame, superiority ranking, and internal conflicts among others, which in the long run, affect the effectiveness and efficiency of the university system.

Lack of Successive Government Policy Continuity: In Nigeria, there is a lack of government continuity in some policies. This is one of the reasons ASUU always embark on strike. According to Niyi, et al., (2022), most attempts at educational reforms fail to succeed partly due to disparate political ideologies by leaders. This has resulted in a lack of continuity policies from one administration to the other. In view of this, Punch Newspaper (2022) reported that the ASUU strike arises primarily from the failure of successive governments to honour agreements. Government is a continuity, and agreements sealed by previous administrations are binding on its successors; at best, they can only be renegotiated.

Recruitment of Poor Quality Lecturers: This happened as a result of political interference, where a person that is not grounded in academics is given a lecturing job. This is one of the reasons Omebe and Omebe (2015) stated that when educators do not understand the nature of learning and knowledge, both the teacher and the student are trapped in a futile struggle. Niyi, Adegboyega, and Olatunde-Aiyedun (2022) added that educational institutions in Nigeria are faced with the problem of a shortage of professional teachers and this is one of the major factors for the crisis in the educational sector because quality teachers are produced.

Inadequate University Supervision: Oyewole (2016) observed that the National Universities Commission (NUC) seems to have been ineffective in the performance of its regulatory roles, as organizational effectiveness is a measure of the extent to which an organization realizes its goals. Likewise, Ogunode and Ajape (2021) asserted that the present education situation in Nigeria shows that instructional supervision of education at every level of education is weak. Niyi, et al., (2022) added that it is unfortunate that in Nigeria, educational institutions are not properly supervised by the various agencies responsible for effective school supervision.

Poor Lecturers' Salaries: Salaries are motivating factors for an employee to improve in job performance. Aniako and Ani (2019) state that motivation is an encouragement, which may be seen in form of packages (monetary and non-monetary), offered to an individual to boost his input in an organization. Also, the Federal Republic of Nigeria (National Policy on Education) (FRN, 2014) succinctly states that no education system can rise above the quality of its teachers, thus implying the role lecturers play in facilitating teaching and learning especially when they are motivated. In view of the above, as Aidelunuoghene (2014) stated that many lecturers are disgruntled as a result of the non-payment of academic staff earned allowances, increment of annual budgetary allocation to 20% between 2000 and 2020. On this note, many of these lecturers are unable to perform optimally and some lecturers combine other jobs with their lecturing jobs to meet up with life challenges.

Multiple Jobs Among the Lecturers: The crisis in the Nigerian university system has eaten deep into the university fabric to the extent that some lecturers do not adequately engage the students in teaching and learning. Ologunde, Akindele, and Akande (2013) observed that many lecturers have multiple income sources by teaching in many universities at the same time. The agitation for sabbatical leave is on the increase and, it is now spent in other private universities. Given these, the lectures are rushed so as to cover the curriculum and academic calendar. There is not enough time to give the students 100% of their lecture time, which in most situations, the universities produced “half-baked” graduates as rightly stated, “no education system can rise above the quality of its teachers”.

The Cost of University Crises to Nigeria's Education System

Brain drains: A fallout of university crises in Nigeria has led to the deplorable nature of university education. As a result, there has been a constant brain drain phenomenon in Nigeria. Brain drain refers to the migration of academics, skilled professionals and high technical manpower away from the Nigerian university system in pursuit of self-actualization, whether in universities or other employments outside

Nigeria (Ejiogu & Sule, 2012). Emeghara (2013) observed that a drastic fall in the standard of education has led to the mass movement of highly skilled and seasoned academics from Nigeria's tertiary institutions (particularly universities) to overseas countries for greener pasture, which has certainly adversely affected the quality of outputs from the institutions.

Students' Mass Movement to Other Countries: The Academic Staff Union of Universities (ASUU) went on strike in 1981, 1986, 1994, and 1995 respectively, each time agitating for improved conditions of service (Ejiogu & Sule, 2012) and in this year, 2022, the strike is still counting. As a result of these, many instructional materials and school facilities are inadequately or completely unavailable. As Ogbu (2019) rightly observed, Nigerian universities have become "glorified secondary schools" due to the lack of books in the libraries, overcrowded classrooms, and ill-equipped laboratories that cannot conduct experiments among others. This sorry situation of the Nigerian education system has made "rich men", politicians, wealthy men and women among others send their children overseas to study while some of the children of the "poor" men and women cannot afford the means to school overseas travel illegally in order to make a leaving. The worrisome aspect of this situation, many of these students do not continue their academic pursuits.

Students' Inability to Defend Certificates: As Ogunode and Ahaotu (2021) stated, many graduates of Nigerian universities are not employable. Punch (2021) also reported that Aare Afe Babalola (SAN), the founder of Afe Babalola University, Ado Ekiti, noted that, "the quality of education in Nigeria had degenerated to the extent that, many graduates cannot defend their certificates". Aver and Moji (2021) added that the consequence of dysfunctional education, which is a result of the education crisis is that schools turn out graduates without useful knowledge and skills and who become alienated from their environment. In light of this, many of the graduates cannot defend their certificates. Nigerian Universities do not have an adequate supply of PhDs but PhD holders seek graduate-level positions and some compete to be truck drivers in other countries (Aver & Moji, 2021). This sorry situation makes the certificates of Nigerian students questionable abroad as noted above.

Questionable Certificates: As a result of incessant ASUU strikes, corruption and poor funding among others, many of the lecturers engage in other jobs or apply to multiple universities mostly private universities to teach. On some occasions, these lecturers go embark on strikes as seen above. This affects the quality of the lecture given to the students. For these reasons, as Adeniran (2000) put it, memory is lost over time if what is being learned is not reactivated. Failures in university exams taken right away after students return after a long break are the consequent effect, and as a result, graduates who are just halfway competent enter the job market. These underwhelming products are unable to live up to expectations in their varied careers. Consequently, the quality of the certificates given to the students is questionable because of the crises affecting the students and the time given to the students for studies. This is one of the reasons, that some certificates obtained from Nigerian universities cannot afford a job to a graduate outside Nigeria like in the United Kingdom.

Poor Quality Research: In the words of Adebayo (2010), the brain drain has left many research centres and Higher Education Institutions (HEIs) in Nigeria hollow and shallow. This may be one of the reasons the Nigeria research is in poor condition, lacks credibility and has a poor impact factor when compared with their foreign counterparts. More so, poor funding of the universities has affected the quality of research carried out in most Nigerian universities. Bamro and Adedeji (2010) noted that the quality of lecturing and research work has significantly declined over the years leading to overcrowding and uncondusive learning and teaching environment. On the other hand, the poor-quality research experienced during the crises in the Nigerian universities, according to Jacob, Lawan, and Solomon (2021), is a result of poor teaching and learning, inadequate infrastructural facilities, shortage of academic staff, poor research programme, poor staff development programme and poor quality of education.

Theoretical Framework

This paper is anchored on the system theory and it was propounded by biophysicist Ludwig Von Bertalanffy in 1920. Systems theory holds that an organization is a social system of integrated parts. The system was seen as a series of interrelated and interdependent parts in such a way that the interaction of any part of the system affects the whole system. That is, one part of the system must interact and depend on the other parts around it to function effectively. The relevance of this theory to this paper shows clearly that university education is a system and anything that affects the university affects everything related to the university education and its output. The crisis in the universities affects the quality of lecturers' work output, the graduates produced yearly, the quality of research carried out, the quality of certificates given to the students and the overall development of the nation. This is evident when there is a brain drain, the intellectuals that are supposed to support the growth and development of the nation leave the country for other countries that can give them a better working environment, salaries and entitled allowances. These intellectuals end up developing other countries and supporting their economic growth.

RESEARCH METHOD

This study adopted a mixed methods research design. It is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research methods in a single study to understand a research problem. The population of the study comprised Senior Staff of Nigerian Universities (SSANU), Academic Staff Union of Universities (ASUU), and None-Academic Union of Allied and Education Institutions (NASU), students, and stakeholders (men and women inclusive) whose children are in school. Purposive sampling technique was used to select 33 senior and junior lecturers in the federal and state universities such as Nnamdi Azikiwe University, Chukwuemeka Odumegwu Ojukwu University, Igbariam, and Ebony State University, Abakiliki. Simple random sampling technique was used to select 67 stakeholders (men and women inclusive) and students thereby giving a total of 100 respondents. On the other hand, 20 respondents were chosen for the focus group for the interview. Five (5) focused group discussions were adopted comprising of the lecturers in the various universities, the stakeholders (men and women inclusive), and students from different levels. Interviews involving other stakeholders outside the university were also conducted. The study had two research instruments, which were a questionnaire and an in-depth interview guide. The questionnaire was unstructured and had an average Cronbach Alpha of 0.88, which signified that the questionnaire was reliable for the study. The study adopted the Face-to-Face method of data collection, where the researcher administered the questionnaire directly to the respondents and also interviewed the respondents directly. This was done with the help of 3 experienced research assistants. At the end of the exercise, 100% of the copies of the questionnaire administered were returned. Data from the respondents in the questionnaire were analysed using the chi-square while simple regression statistical tool was used to test the hypotheses with the aid of SPSS (Statistical Packages for Social Sciences version 25). On the other hand, the interviews conducted were transcribed and read to determine the appropriate interpretation of its content and then coded and thus, analyzed thematically.

RESULTS

Personal data of respondents are presented in table 1:

Table 1: Personal Data of Respondents

S/N	Variables	Frequency	Per cent	
1	Distribution of respondents by age	18 – 27	10	10
		28 – 37	14	14
		38 – 47	27	27
		48 – 57	38	38
		58years and above	11	11
		Total	100	100.0
2	Distribution of respondents by gender	Male	53	53
		Female	47	47
		Total	100	100.0
3	Distribution of respondents by marital status	Single	14	14
		Married	45	45
		Divorced	17	17
		Widowed	11	11
		Separated	13	13
		Total	100	100.0
4	Distribution of respondents by the current status	ASUU	23	23
		SSANU	21	21
		NASU	21	21
		Students	19	19
		Stakeholders	16	16
		Total	100	100.0

Source: Field Survey, 2022.

Table 1 presented the personal data of respondents. The results revealed that 10% of the participants were within the age range of 10 to 27 years old; 14% were within the age range of 28 – 37 years old; 38% of the participants were within the age range of 48 – 57years old and 11% of the respondents were within the age range of 58years and above. This means the majority of the participants were within the age range of 48 – 57years old. On the other hand, 53% of the respondents were males while 47% were female. Also, 14% of the participants were married people, 45% were married, 17% were divorced, 11% were widowed, and 13% were separated. This means the majority were married people. More so, 23% of the respondents were ASUU members, 21% were SSANU members, 21% were NASU members, 19% were students and 16% were stakeholders. This means the majority of the participants were ASUU members.

Research Question 1: Is there a significant relationship between university crisis and the quality of certificates awarded in Nigerian universities?

Questionnaire items 5 and 6 were designed to provide answers to research question 1 and the findings are shown in table 2.

Table 2: Significant relationship between university crisis and the quality of certificates awarded in Nigerian universities

		Do the university crises affect the quality of certificates awarded in Nigerian universities?			Total	X ² (1, N = 100)
		I don't know	No	Yes		
What are the types of university crises that exist within the university?	Recruitment of poor-quality lecturers	2	9	0	11	
		.2	2.9	7.9	11.0	
	Corruption	0	17	11	28	
		.6	7.3	20.2	28.0	
	Poor funding	0	0	24	24	
		.5	6.2	17.3	24.0	
	Inadequate university supervision	0	0	19	19	
		.4	4.9	13.7	19.0	
Incessant strikes	0	0	18	18		
	.4	4.7	13.0	18.0		
Total		2	26	72	100	76.93
		2.0	26.0	72.0	100.0	

Source: Field Survey, 2022.

Table 2 presented the significant relationship between the university crisis and the quality of certificates awarded in Nigerian universities. The result indicated that the chi-square value, X² (1, N = 100) was 76.93. This indicated that there is a highly significant relationship between university crisis and the quality of certificates awarded in Nigerian universities.

Research Question 2: Is there a significant relationship between incessant university crisis and low research and learning output in Nigerian universities?

Questionnaire items 7 and 8 were designed to provide answers to research question 2 and the findings are shown in table 3.

Table 3: Significant relationship between incessant university crisis and low research and learning output in Nigerian universities

		Do the university crises affect the low research and learning output in Nigerian universities?			Total	X ² (1, N = 100)
		I don't know	No	Yes		
What are the costs of incessant university crises?	Brain drain	1	22	3	26	
		.3	5.7	20.0	26.0	
	Poor university rating	0	0	27	27	
		.3	5.9	20.8	27.0	
	Questionable certificates	0	0	24	24	
		.2	5.3	18.5	24.0	
	Poor research development	0	0	23	23	
		.2	5.1	17.7	23.0	
Total		1	22	77	100	85.02
		1.0	22.0	77.0	100.0	

Source: Field Survey, 2022.

Table 2 presented the significant relationship between incessant university crisis and low research and learning output in Nigerian universities. The result indicated that the chi-square value, X^2 (1, N = 100) was 85.02. This signifies that there is a highly significant relationship between incessant university crisis and low research and learning output in Nigerian universities.

Test of Hypotheses

Hypothesis One

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.698 ^a	.487	.481	.362		
Coefficients^a						
		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta	T	Sig.
	(Constant)	2.866	.094		30.563	.000
	University crisis	.273	.028	.698	9.640	.011

a. Dependent Variable: Quality of certificate awarded

b. Predictors: (Constant), University crisis

There is a significant relationship between the university crisis and the quality of certificates awarded in Nigerian universities

The results in the test of hypothesis one revealed that the p-value (.011) is less than the .05 significant level. For this reason, the null hypothesis was not retained while the alternative hypothesis was retained. Thus, there is a significant relationship between the university crisis and the quality of certificates awarded in Nigerian universities. More so, the R-square value was .460, which means 46% of university crises affect the quality of certificates awarded in Nigerian universities.

Hypothesis Two

There is a significant relationship between incessant university crisis and low research and learning output in Nigerian universities

a. Dependent Variable: Low research and learning output

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.694 ^a	.481	.476	.806		
Coefficients^a						
		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta	T	Sig.
	(Constant)	-2.273	.501		-4.538	.000
	Incessant university crisis	1.708	.179	.694	9.534	.009

b. Predictors: (Constant), Incessant university crisis

The results in the test of hypothesis one revealed that the p-value (.009) is less than the .05 significant level. For this reason, the null hypothesis was not retained while the alternative hypothesis was retained. Thus, there is a significant relationship between incessant university crisis and low research and learning output in Nigerian universities. More so, the R-square value was .481, which means 48.1% of incessant university crisis and low research and learning output in Nigerian universities.

Discussions of the Findings

The results of research one and hypothesis one revealed that there is a significant relationship between university crisis and the quality of certificates awarded in Nigerian universities. More so, the R-square value was .460, which means 46% of university crises affect the quality of certificates awarded in Nigerian universities. Likewise, the findings from the in-depth interview attested that the quality of the certificates obtained from the Nigerian universities has low quality because of the crises surrounding the Nigerian universities. There are strikes, and poor funding, which has affected quality lectures and research. In affirmation, Dornubari (2022) asserted that strike is one of the crises students face and as a result, most parents and students have lost interest in the educational system in Nigeria, as those who can afford education outside the country have started making moves towards it. Some soon-to-be parents have vowed that their children will not school in this system. However, when students resume strikes, the probability is there for the lecturers to have to make do with the time available to cover all they have to cover. They may not have the proper time needed to take the students through for proper transfer of knowledge due to time lost to strike. Similarly, Jacob and Lawan (2020) found that problems hinder the smooth administration of Nigerian public universities. Some of the problems include; inadequate funding, inadequate academic staff, inadequate infrastructural facilities, brain drain, institutional corruption, insecurity problems, weak administrators and poor capacity development of academic staff, and political interference in the university administration. However, these crises have continued to increase the educational decadence of Nigerian universities.

The findings of research question two and hypothesis two revealed that there is a significant relationship between incessant university crisis and low research and learning output in Nigerian universities. More so, the R-square value was .481, which means 48.1% of incessant university crisis and low research and learning output in Nigerian universities. Likewise, findings from the in-depth interview, affirmed that incessant strike, corruption, and other crises affecting the Nigerian universities have affected the kind of graduates Nigeria have. These have put Nigerian universities, graduates and certificates in bade light. In attestation, Ajayi (2014) found that the incessant strikes action by ASUU in Nigeria have disrupted the academic calendar of Universities and this has affected students' academic pursuit and performance. Odigwe and Owan, (2019) observed that the crisis of the universities in Nigeria has been one of the core reasons Nigeria is lagging among Africa's contemporaries. These have led to a lack of buildings, and facilities, a shortage of human resources to drive planned policies, and poor supervision, and monitoring, amongst others.

Conclusion

The Nigerian public universities have experienced educational decadence because of the crises that have affected the smooth running of the institutions ranging from incessant strikes, poor funding, corruption and many others. The level of decadence in our standards of education has led to the decadence of the universities within the past decade. These have resulted in poor graduates, questionable certificates and some foreign countries excluding Nigerian students from working.

Recommendations

Arising from the findings of the study, the following recommendations were made;

1. Government should have the political will to implement the recommended 16 – 25% funding for education
2. There should be a more collaborative approach involving major stakeholders in our educational sector is key to sustaining the system without undue interruptions.
3. Government and lecturers should as a matter of transparency be open to dialogues and ensure commitment to agreed terms with each other.

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