



Supervision of Higher Institutions in Nigeria: Challenges and Way Forward

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Abstract: For effective supervision of higher institutions in Nigeria, the federal government of Nigeria established some commissions such National Universities Commission [NUC], National Commission for Colleges of Education [NCCE] and the National Board for Technical Education [NBTE] to supervise higher institutions with the aim of ensuring quality in higher education in Nigeria. With the recent decline in the quality of higher education in Nigeria every stakeholder in higher education believed that there is problem of ineffective supervision on the part of the various commissions mandated to supervise the various higher institutions in Nigeria. This paper examined the challenges militating against effective supervision of higher institutions in Nigeria. Primary data and secondary data were used in the paper. The data were sourced from print and online literatures. Content analysis method was employed to select the relevant literatures. Inadequate funding, shortage of personnel, inadequate transportation facilities, insecurity, opposition from labour unions, limited offices, strike actions, inadequate supervision materials and corruption were concluded as the challenges militating against effective supervision of higher institutions in Nigeria.

Key words: Higher; Institutions, Teaching; Supervision, Quality, University.

Introduction

Supervision is key to the actualization of quality education at all level of educational system. Supervision is the process that involves providing a professional advice and assistance to an individual or institutions with the aims of improving the quality in the system. One major objective of supervision in an educational institutions is to improve quality and ensure quality standard are maintained with the view of producing qualified products for the soci-economic and technological advancement of the country.

The quality of higher education in Nigeria is falling and calls for urgent response by the various agencies and commissions in charge of their supervision. For instance, Ogunode & Ahaotu (2021) cited Mohammed and Gbenu (2007) and Obayan (1999) who concluded that the quality of education offered by higher education institutions in the recent times has deteriorated substantially. Megbo, & Ahaotu, (2015) in Ogunode & Ahaotu (2021), submitted that Nigerian Universities over the years have lagged behind in the performance of its formidable task due to the



nature and dynamics of leadership as well as the political and economic environment of these institutions.

Saint, Hartmet and Strassner (2003) as cited by Ogunode & Ahaotu (2021) lamented that, the Nigerian university system is performing poorly in the area of teaching and learning in terms of labour market absorption and employers' assessment of graduates. Also Ogunode & Ahaotu (2021) cited Babalola (2007) who ascertained that the situation in the tertiary institutions can be seen as "institutional failure" because of skill mismatch. He said skill mismatch is a major concern in Nigeria where tertiary education graduates acquire skills that are not demanded by the labour market.

Punch, (2021) reported that Aare Afe Babalola (SAN), submitted that the quality of education in Nigeria had degenerated to the extent that, many graduates cannot defend their certificates. Babalola, lamented when he expressed his displeasure at the growing declining in standards of education, particularly that of university education.

Ogunode & Ahaotu (2021) submitted that some eminent scholars have accused the National Universities Commission (NUC) of poor supervision of the institutions to foster best academic standards. This submission was supported by Olaleye, & Oyewole, (2016) in Ogunode & Ahaotu (2021) who observe 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. Punch (2019) submitted that, the backdrop of the proliferation of private universities in the country is poor quality of graduates.

Victor (2014) submitted that, lack of proper regulation and supervision is part of the problems bedeviling Nigeria's educational system. Ogunode (2020) who argued that poor supervision is another challenge facing university education in Nigeria. The supervision of university education in Nigeria is poor and ineffective. The poor supervision is responsible for the poor quality of education in the system. Ehichoya E & Ogunode (2020) observed that these supervisory agencies of higher institutions have not been effective in supervision of teaching programme at the various higher institutions due to many challenges that include underfunding, shortage of staffers, weak leadership and internal problems. The inability of these supervisory agencies to effectively supervise the activities of the higher institutions is one of the factors responsible for poor teaching in the higher institutions in Nigeria. It is important to examine the various challenges militating against effective supervision of higher institutions in Nigeria.

Theoretical Framework

This study is hinged on the system theory. According to Katz and Khan (1966) as cited by Ogunode (2020), the system theory is basically concerned with the problem of relationship, of structure and of interdependence rather than the constant attributes of objects and individuals. Laszlo & Krippner, (1997) observed that the world and all that it contains is an assembly of small and distinct parts, fit largely for analysis and study in isolation. The system approach focuses attention on the whole and also on the complex interrelationships among its constituent parts. The system theory emphasizes the relationship between parts and interaction with each other. According to Stonner, Freeman, & Gilbert, (2009) the theory views the organization as a unified whole and purposeful system composed of interrelated parts. The whole is greater than its component parts. Lucey, (2002) submitted that any change in any component of a part may affect



the entire system functionally or adversely. Systems are composed of key major elements such as input, process and output. Higher education is a system that that operates based on input, process and output model. Egwunyenga (2010) indicated that the input into educational systems could be policies, plans, funds, infrastructural facilities, curriculum, and personnel such as students, lecturers, administration staff, non-academic staff management, supervision and administration. The inputs are subjected to various processing activities such as teaching, lectures, assignments, seminars, workshops, researches, publications, studies, discussion and supervision. As a result, they come out as outputs capable of satisfying the systems aspirations and expectations. The outputs consisted of persons, individuals who have acquired functional skills and knowledge, rich values, well trained and cultured, disciplined, productive and employable. But when the inputs are not properly supervised then the output or products would fall below standard and quality.

Conceptual Framework

Concept of Higher Institutions

Higher institutions are organized institutions that focuses on implementation of teaching, research and community services programme. Higher institutions are saddled with the responsibilities of producing manpower for the soci-economic development of the country. Higher institutions are the tertiary institution of learning that deals with both carrying out scholastically activities and the production of manpower for the country. Higher institutions are the peak of educational institutions that specialized in the training, teaching, research and community services. The features that differentiate higher institutions from other educational institutions include the following;

- 1) Higher institution deals with advance training
- 2) Higher institutions is made up of collection of different intellectual people from different country
- 3) Higher institutions certificates specializes the individuals
- 4) There is a time period for the completion of the course work
- 5) The complete the course work with a project writing
- 6) Higher institutions focus more in advanced teaching, researching and providing community services.

Higher institutions is also known as higher education. The national policy on Education of Federal Republic of Nigeria defined it as Tertiary Education is the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI) (NPE, 2013) while Ogunode (2021) viewed Higher education as an organized education that deals with teaching, researching and community service and it is meant for the development of people and the society. Higher education is the highest education for the development of human character, skills and knowledge. The Nigerian higher education is the largest in Africa with millions of students. Higher education in Nigeria include conventional universities, those with the conventional arts, humanities and science faculties as well as specialized universities like



institutions specializing in agriculture, engineering, science, and technology. It also includes post-secondary institutions such as the polytechnics and colleges of education. “Higher Education” includes all forms of professional institutions drawing from the available pool of persons who have completed a various forms of secondary school education: Institution of the military, the police, nurses, agriculture, forestry, veterinary workers, catering services, tourism, secretarial services and other possible combinations of programmes.

The goals of Tertiary Education shall be to: Contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (NPE, 2013).

Concept of Supervision

Supervision is an organized programme meant to give direction, guidance and control of an individual or organization or an institutions with the aims of improving their performance and ensuring they are doing the right things. Supervision is carried out in all forms of educational institutions including higher institutions. Higher institutions supervision is more advanced and complex because the institutions are advanced institutions that deals with teaching, researching and provision of community services.

Higher institutions supervision is the act or process of providing advice, guidance and direction to the institutions with the aims of helping the institutions to achieve its objectives. Higher institutions supervision is the *supervising* of people, activities, programme or places of the institutions by providing the institutions with professional advice geared toward improving their performance. Higher institutions supervision is an organized activities or programme that is designed to improve the institutions by checking both human and materials resources of the institutions through the provision of professional guidance, advice and correction that would help the institution to improve and achieve its goals.

Higher institutions supervision is in two dimensions namely internal and external supervision. The internal supervision of higher institutions is handled by the VC’s, Provost and Rector of the individual institutions with support from the Deans, Head of Department and committees. Other internal are directorate or units that are involved in quality assurance. The external supervision is handled by the commissions and ministry of education established by law to supervise and regulate the higher institutions. These include the federal ministry of education, National Universities Commission [NUC], National Commission for Colleges of Education [NCCE] and the National Board for Technical Education [NBTE].

External Regulatory Bodies of Higher Institutions in Nigeria

The Nigerian government established different agencies and commissions to supervise the activities of tertiary institutions in the country. The commissions include; National Universities Commission [NUC], National



Commission for Colleges of Education [NCCE] and the National Board for Technical Education [NBTE].

National Board for Technical Education [NBTE]

The National Board for Technical Education was firstly established by Decree No.7 of 1977 but it was later reconstituted by way of amendment Decree No.8 of 1993. It was established to develop and manage technical and technological education in Nigeria. This board was one of the agencies of the Federal Ministry of Education to oversee institutions offering technical and technology related courses in Nigeria. National Universities Commission (NUC) was put in a place to monitor teaching and learning activities in Nigerian Universities, National Commission for Colleges of Education (NCCE) monitors teaching and learning in the Colleges of Education. National Board for Technical Education (NBTE) was however established to monitor teaching and learning in Polytechnics and Technical institutions in Nigeria.

The functions of National Board for Technical Education (NBTE) was established to perform some statutory roles, among which we are to: to coordinate all aspects of technical and vocational education outside the universities in Nigeria; to make recommendations on the national policy necessary for the training of craftsman and skilled manpower in technical and vocational courses; ; to advise the federal government on issues relating to all aspects of technical and vocational education outside the University; to set minimum bench mark for Nigerian Polytechnics; to make recommendation based on the available data on the need to establish new polytechnics or expand facilities in the existing polytechnics; to review the terms and conditions of service of personnel in polytechnics and make recommendation to the federal Government; to assess the financial needs of polytechnics and technical institutions and advise the government appropriately; and to act as channeling agents by channeling all external aids to polytechnics.

National Commission for Colleges of Education [NCCE]

National Commission for Colleges of Education as one of the agencies under the Federal Ministry of Education in 1989 by Act No.3 of the constitution of the Federal Republic of Nigeria.

The following are among the functions of the National Commission for Colleges of Education (NCCE): To coordinate the activities of all Colleges of Education and other institution of higher learning offering teachers education other than universities; to advise the federal government through the Minister of Education on all the aspects of teacher education outside the Universities and Polytechnics; to make recommendations to the government on matters affecting teachers education; to manage the financial affairs of the colleges of education; to develop scheme of National Certification for the various products of Colleges of Education; to collect, analyse and publish information relating to teacher's education; to set bench mark for Colleges of Education; to accredit courses in Nigeria Colleges of Education; and to receive grants from the federal government and allocate them to colleges of education according to the laid down formula.

National Universities Commission [NUC]

The National Universities Commission was established in 1962 and the functions of the NUC include: to coordinate the entire activities in all Nigeria universities; to harmonize and co-ordinate the development of Nigeria universities to meet the national goals; to advice the government on the financial needs of the universities; to distribute of fund to the Universities when such is made available by the government; to set the minimum, benchmark for Nigerian universities; to ensure



compliance of the Universities to the minimum bench mark set; to Collect, collate, analyze and store data collected from Nigerian Universities for use in advising the government on the need to expand the existing universities or establish new ones; to set standards to be followed in establishing universities in Nigeria; to issue operating license to Nigerian universities; to accredit courses in Nigerian universities; to participate in universities annual estimate hearings to determine the financial need of the universities; and to Keep accurate and up-to-date financial records for all local and foreign transactions.

Ogunode & Ahaotu, (2021); Ehichoya and Ogunode (2020); Ahaotu & Ogunode (2021) and Ogunode, Akinlade, Abubakar (2021) argued that the functions of National Universities Commission [NUC], National Commission for Colleges of Education [NCCE] and the National Board for Technical Education [NBTE] include; programme accreditation, policies design, quality assurance, data collection and advice to the government on the financial needs of the higher institution. Musa (2017) noted that the government established National Universities Commission [NUC], National Commission for Colleges of Education [NCCE] and the National Board for Technical Education [NBTE] for external supervision and regulation.

Challenges Militating Against Effective Supervising of Higher Institutions in Nigeria

There are many challenges militating against effective supervision of higher institutions in Nigeria. Some of these challenge include; inadequate funding, shortage of staff, inadequate transportation facilities, insecurity, opposition from labour unions, limited offices, strike actions, inadequate supervision materials and corruption.

Inadequate Funding

Inadequate funding of various regulating commissions such as National Universities Commission [NUC], National Commission for Colleges of Education [NCCE] and the National Board for Technical Education [NBTE] is responsible weak supervision of institutions in Nigeria. The various regulating commissions drives their annual budgetary allocation from the general federal education budget which have been described as inadequate by (Ogunode 2020; Ogunode & Babatunde, 2021). Ogunode & Ahaotu (2021) observed that the funds allocated by the federal government for the administration of universities' education in Nigeria is not adequate to effectively implement all the universities programme such as supervision. Adewale (2017), in Ogunode & Ahaotu (2021) identified shortage of funds as the bane to the development of public commissions and agencies established by the federal government to provide key functions in the country. He went further and said "Many commissions established in Nigeria are underperforming because of the challenges of funding. The federal government have not actually provided adequate funding for these institutions to enable them discharge their mandate as stipulated in the act establishing the respective commissions and agencies. Supervision of instruction at the universities level by the school administrators and other management team like the Directors, Deans and head of departments is also hampered by poor funding of the universities. The breakdown of Nigerian education for the past ten fell below the UNESCO 26% recommendation for education. The table below showed the breakdown.

Table A: Budgetary allocation for education in Nigeria for Ten Years



Years	Education Budget	%	Naira
2010	N234.8billion	5.10	N4.6trillion
2011	N306.3billion	6.20	N4.972trillion
2012	N400.15billion	8.43	8.43 N4.749trillion
2013	N426.53billion	8.60	N4.987trillion
2014	N493billion	10.70	N4.69trillion
2015	N392.2billion	8.91	N4.4trillion
2016	N369.6billion	6.01	N6.1trillion
2017	N448.01billion	6.00	N7.3trillion
2018	N605.8billion	7.04	N8.3trillion
2019	N620.5bn	7.05	8.83 trillion-
2020	N652.94bn	6.9	N10.50 trillion.

The poor funding of the educational sector not only affects the educational institutions alone but also affects the various agencies, departments and commissions under the federal ministry of education. Musa (20-12) and Ali (2016) both submitted that commissions established to help the federal ministry of education to carry out some of their functions are underfunded and these problems is hindering effective supervision of the higher institutions in Nigeria.

Shortage of Personnel

Shortage of staff in the various commissions is another problem hindering effective supervision of higher institutions in Nigeria. Staff are employed to help in the implementation of organizational mandate. The number of staff organization has help to some extent in determining how fast they are carrying out their mandate. Personnel are key resources organization needed most to actualize the goals of the organization. Majorities of supervisory commissions in Nigeria are faced with the problem of inadequate personnel which is hindering their performance. Ogunode & Ahaotu (2021) concluded that shortage of professional supervisors (personnel) is a big problem preventing effective supervision of universities in Nigeria. The National Universities Commission was set up by the Nigerian government to handle the supervision of universities in Nigeria. The Executive Secretary, National Universities Commission (NUC), Professor Abubakar Adamu Rasheed, submitted that “the Commission’s staff numerical strength as at 2018, was 688 and that it dropped to 642 in 2019 and 628 by the year 2020 due to retirement of some staff and movement by others”. The Punch Editorial Board’s comment of August 16, 2013 noted that regulating more than 129 universities in Nigeria effectively is increasingly becoming, a burden too heavy for the National Universities Commission to bear alone. This is because, the staff capacity of the commission, is still small to handle the supervision of all the universities in the country. Ogunode & Ahaotu (2021) cited Adewale (2017) who did a study that examined the problems facing the public commissions and agencies in Nigeria and discovered that, many commissions and agencies of the Federal Government are understaffed and the problem is affecting the implementation of their statutory functions.

Inadequate Transportation Facilities

The job of supervision, inspection, regulation and programme accreditation demands that the commissions carrying out that functions should have adequate transportation facilities. It is



expected of such commissions to be fully equipped with modern transport facilities that would enable them discharge their responsibilities. It is sad to realize that many commission such as National Universities Commission [NUC], National Commission for Colleges of Education [NCCE] and the National Board for Technical Education [NBTE] are not having adequate transport facilities to carry out their functions. Many of these commissions something depends on the institutions facilities to convey their staff for the function of programme accreditation in the respective institutions which is not good enough. Inadequate transport facilities is a factor militating against effective supervision of universities in Nigeria. Ogunode & Ahaotu (2021) opined that the National Universities Commission do not have enough transport facilities that can ensure effective supervision of universities across the country. The inability of the commission to procure transport facilities is what is responsible why universities send their school coaster bus to pick NUC staff for resource verification and accreditation exercises sometimes.

Insecurity

Insecurity in Nigeria is preventing effective supervision of higher institutions. Nigerian roads are not safe from bandits and criminals who are specialized in kidnapping people for ransom. Also the bandits and Boko haram members are also attacking higher institutions which has led to school closure and affected academic programme and accreditation programme of the higher institutions. Ogunode & Abubakar (2021) noted that insecurity in Nigeria has prevented effective administration of universities in the country. The insecurity in the country is affecting the administration of educational institutions especially the universities. Nigeria is facing a lot of security challenges. The Southern part of the country is confronted with; kidnapping, armed robbery and conflicts over oil spills. In the North, insurgency of radical Islamists, ethno-religious, inter-communal violence. Among these challenges, the conflict in the North East requires particular attention as it has caused negative significant impacts on education service delivery in the affected areas. Since 2009, the Boko Haram has affected nearly 15 million civilians and left widespread devastation in North-East Nigeria. Ogunode & Ahaotu (2021) and Ogunode & Abubakar (2021) observed that the activities of the dreaded Boko Haram have caused the higher institutions and especially the universities more harm. Many of the universities located in the Northern part of the country have been attacked and many lecturers and students killed. The continuous attack on the universities in the Northern part of Nigeria by the insurgence is preventing effective supervision of the universities. Ogunode, & Ahaotu, (2021) stated that the supervision of many universities in Nigeria have been stopped due to insecurity in the country especially the Northern part of the country. Many universities in the North East and North west Nigeria that are due for programmes verification and accreditation cannot hold, because of the high level of insecurity in the states. The insecurity have led to the death of many students, lecturers and school administrators. Many universities have been attacked which resulted into closure of the universities for some period.

Opposition from Labor Unions

Opposition from some labour unions in the higher institutions especially the universities is also a challenge to the supervision of the various supervisory commissions. Ogunode & Ahaotu (2021) stressed that opposition from the academic staff union of Nigerian universities is another problem preventing the National Universities Commission from effectively supervising the universities in Nigeria. The Academic Staff Union of Universities is claiming that, the universities



are enjoying autonomy so, the universities do not need external regulatory commission. Olaleye, & Oyewole, (2016) in Ogunode & Ahaotu (2021) noted that the NUC has been accused of usurping the role of the Senate on the issue of accreditation which hitherto was the responsibility of individual Universities. The Ashby Commission Report 1961 stipulated that the NUC will play a vital role in securing funds for the Universities and distributing them and co-ordinating same without interfering with their activities and in providing cohesion. However, the reverse was the case; subsequently other extant laws have transformed the NUC to a body performing other functions outside its mandate at inception. Decree No 1 of 1974 had empowered the NUC to advise the Federal Government on finance, and condition of service as well as external aids to all the Universities. Ogunode & Ahaotu (2021); Olaleye, & Oyewole, (2016) and Akinkugbe (2001) agreed that there have been ominous signs of the intention to reduce academic freedom in Nigerian Universities. The idea of a nationally agreed set of minimum standard for the Universities is good though not an inevitable one. Besides, where such explicit formulations are considered necessary, care must be taken to express them in more abstract forms than virtually handing down syllabuses to the University. An institution that cannot design his own curricula and syllabuses and being constantly innovative does not deserve to be called a university. Olaleye, & Oyewole, (2016) and Ade-Ajayi (2003) observed that relationship between the NUC and the University system is observed to have remained controversial with persistent pressure on the NUC to hands off from the affairs of the University systems and concentrate on sourcing for adequate funds for sustainable development of the Nigerian Universities.

Limited offices

Another major problem hindering the effective supervision of higher institutions in Nigeria is that the commissions such as National Universities Commission [NUC], National Commission for Colleges of Education [NCCE] and the National Board for Technical Education [NBTE] operated from the head office only without having some offices at the geo-political level to attend to issue of supervision at the geo-political zones. The inability of these commissions to have offices in the geo-political zone hampering the effectiveness of their supervision. In the case, all issue must be handled by the head office.

Strike actions

The strike actions embarked by different union groups in the Nigerian higher institutions is disrupting the supervision of the various institutions especially in the area of programme accreditation. National Universities Commission [NUC], National Commission for Colleges of Education [NCCE] and the National Board for Technical Education [NBTE] are responsible for the programme accreditation of all the higher institutions in Nigeria. Strike actions is a feature of Nigerian higher institutions. Local media reported that all polytechniques in Nigeria have embarked on strike actions due to government failure to implement agreement. Local media also reported that all colleges of education have embarked on strike actions because the government have not honour the agreement signed with them Another local media reported that all the unions in the universities in Nigeria have embarked on indefinite strike due to government failure to implement the 2009 agreement as was signed. Ogunode & Abubakar (2021) acknowledged that the incessant strike action is adversely affecting the effective running of universities in Nigeria. For instance, a survey by premium times an online newspaper revealed that in the last two decades Nigerian universities were shut down fifteen times due to strikes and the period spent spanned



about fifty months. This effect is massive; the most affected area is the academic calendar. Once the school is closed for strike, there must be changed in its existing plans of activities and the implication is that a programme that is designed to four years would have additional month(s) or year(s). This becomes a bottleneck in the smooth running of universities in Nigeria. Ogunode, (2020b) identified the causes of unstable academic calendar in Nigerian higher institutions to include ASUU strike, public holidays, internal crisis in the school, communal crisis and natural disaster.

Inadequate Supervision Materials

Inadequate supervision materials is a major hindrance to effective supervision of higher institutions. Some personnel of regulating agencies or commissions goes for assignment of programme accreditation without having adequate writing materials, plain sheet, calculators and recording devise. Ogunode & Ahaotu (2021) submitted that inadequate working materials is a big problem facing supervision of universities in Nigeria. Many supervisors deployed to various universities for supervision are not been provided with adequate working materials to carry out their assigned roles. Many professors assembled for verification exercise in many universities, were not provided with the verification forms and other supervisory materials. The inadequacy of these materials is preventing effective supervision of universities in Nigeria. Adewale (2017) in Ogunode & Ahaotu (2021) submitted that, many commissions and agencies of Federal Government do not have adequate working facilities to execute their mandates. He concluded that the inability of the Federal Government to adequately fund these commissions and agencies is responsible for the shortage of working tools.

Corruption

Corruption is another major problem facing the supervision of higher institutions in Nigeria. Corruption is an endemic problem preventing effective supervision of the universities in Nigeria. Ogunode & Ahaotu (2021) noted that corruption has penetrated into the bones and marrows of ministries of education and other agencies, commissions and departments under the ministry of education. Funds released for supervision of programmes are not prudently used for the supervision, part of the funds are looted or diverted into personal accounts and mismanaged. Some staff of the National Universities Commission sometimes compromise with university officials to influence accreditation of programmes in universities. Prof. Abubakar Rasheed, Executive Secretary, National Universities Commission (NUC) said, the Commission has dismissed one of its staff over academic corruption during the accreditation programme of universities. (Vanguard, 2019).

Way Forward

- 1) The government should increase the budgetary allocation of all supervisory commissions in Nigeria. This will help them to carry out their functions effectively;
- 2) The government should direct for immediate recruitment in all the supervisory commissions to help improve their strength to deliver their mandate
- 3) More transport facilities should be provided for all the regulatory commissions to enable the travel and discharge their duties.
- 4) The government should direct the Nigeria police force to always make available to the commissions their officers whenever they are traveling on long distance by roads to provide security for the personnel;



5) The supervisory commissions should develop a positive working relationship with the higher institutions by involving them in decision making concerning the development of higher institutions in Nigeria. This will help to promote cordial relationship between the commissions and their unions;

6) The government should direct the commissions to come up with expansion plans that will lead to the establishment of zones offices for easy supervision and communications;

7) The government should implement agreement reached with different unions groups in the higher institutions to foster stable academic calendar. This will help to improve programme accreditation of the higher institutions.

8) Adequate supervisory materials should be provided for personnel of supervisory commissions to enable them carry out their functions. Each officers should be provided with stationaries, pen, calculators etc.

9) Compromising officers of the commissions should be showed way out. Riot act of each commissions should be read for all the staff going for supervision.

Conclusion

Higher institutions in Nigeria are saddled with the responsibilities of manpower production. It is very critical to the socio-economic development of the country. The products of the various higher institutions determines the level of the country's development. So, it is expected that the government should ensure the product of the various higher institutions meet up with the standard and quality spelled out. The government can achieve this by ensuring all the regulatory and supervisory commissions are effective and active in carrying out their mandate. To do this, the government should address the major problems identified in this paper which include inadequate funding, shortage of staff, inadequate transportation facilities, insecurity, opposition from labour unions, limited offices, strike actions, inadequate supervision materials and corruption. By doing this, all the regulatory and supervisory commissions will be well equipped to carry out their statutory functions and the higher institutions will be well assured of quality products.

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