

# The Disconnect Between Human Resource Development Aspiration and Quality of Teaching in the Nigerian Universities

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**Abstract:** It is perhaps needless to argue that the aims of establishing Universities are basically for teaching and research with the objectives of qualifying human resources and producing knowledge. Universities also respond to the demands of society, to reduce the gap between innovation and technological application and to make the university closer to productive sector. While quality education remains the most needed tool for human capital development; the quality of teaching in the Nigerian universities is deteriorating exponentially. The Nigerian labor market is highly saturated with graduates that are unproductive and in most cases unemployable. This has been under the suspicion that the roots of the problem largely comes from the Nigerian universities. This study therefore examined the challenges of effective teaching in the Nigerian universities, the menace of half-baked graduates and their implications on national development. These challenges were sorted from the perspectives of lecturers as well as the students. Using descriptive statistics, the results from the lecturers' perspective revealed that lack of adequate internet facilities, admitting unqualified students, frequent changes of course allocations, departmental crisis and the difficulty of accessing Research Scholarship from the University are the major stumbling blocks. As for students' perspective, many lecturers are not preparing for their class; the habit of mixing too much stories with lecture, lack of preparing lecture notes, lack of covering the whole syllabus are the major problems.

**Keywords:** Education, Manpower Development, Quality Teaching, Economic Development.

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## I. INTRODUCTION

Nigeria is perhaps among the top list of nations that are not serious with their educational standard and at the same time in deer need for economic prosperity. From the onset, it is important to remind us that the growth and development of any nation goes hand in hand with its quality of education. For any nation to command global respect, admiration and local patriotism, among other things that country must be an economic power (Akinsolu, 2010). Linus (2015) is of the view that the personality of any country in the eyes of the world lies in its economy. He further argued that, if the art of building a sound economy is directly dependent on manpower productivity, the productivity of manpower on the other hand depends on quality education. Quality of education is also dependent on the quality of teachers and teaching at all levels. This further suggests amongst other factors, education is the primary determinant of a nation's wellbeing economically. Angela (2013) is of the view that education and learning are two separate variables that have direct effects on economic growth and poverty reduction through human resource development. Francis & Hezel (2016) added that in most recent intensive studies on the determinants of economic growth around the world revealed that only a part of it could be explained by the amount of capital investment that most economic models idealized. They were of the view that economists of the 21<sup>st</sup> century tended to see investment in human resources as the essential condition for economic development.

Although education whether at the primary, secondary or tertiary levels are parts and parcel of ingredients of human capital development, but education at the tertiary level especially universities remained the reliable source of high skilled manpower. But in the Nigerian situation, most university graduates are not only unemployable, but also they are not productive even to themselves (Peretomode & Chukwuma, 2014). This is happening in the middle of a dear need for economic development. To this background, there are many speculations surrounding the challenges of poor education in the Nigerian universities. Some of the popular perceptions include: poor funding, lacked of modern facilities, poor learning environment and poor lecturer/students relationship among others (Timothy, 2016). But Agnes (2014) is of the view that what makes a University great is not the physical beauty of its structures but primarily the quality of lecturers who are enthusiastic to their jobs and with the willingness to give their all for the benefits of students. The author further argued that what makes the quality of University graduates is basically the quality of education gained from lecturers who love their jobs in practice.

In a capitalist economy like Nigeria; the productivity of graduates is one of the factors that determine their status of employability; but the quality of teaching in the Nigerian Universities today is probably at its worst. For many analysts, the problem of effective teaching in the Nigerian Universities is one of the factors that contribute to the overflows of half-baked graduates into the Nigerian economy (Timothy, 2016). In the year 2015, data made available by the national bureau of statistic (NBS) indicates that no fewer than three million youths are jobless in Nigeria while 1.5 million graduates enters the labor market every year. Even such figures have been seriously criticized for underestimation because in the previous statistics, over 10 million graduates were unemployed. To this background, the questions in mind go as follows: Is it lack of job opportunities? Are the Nigerian University graduates unemployable or unemployed or a combination of both? Available research outputs for graduates' unemployment in Nigeria have converged in their conclusion that poor productivity of university graduates is the major challenge (Asuquo, Effiong, & Agboola, 2014). If teaching quality is the major determinant of productivity of graduates, this suggests that the Nigerian Universities are also contributing the challenges of manpower development in Nigeria.

According to Fredrick (1987) the aims of establishing Universities are basically for teaching and research with the objectives of qualifying human resources and producing knowledge. Universities also respond to the demands of a society, to reduce the gap between innovation and technological application and to make the university closer to productive sector by supplying manpower with diverse knowledge and expertise whose productivity are required for spurring economic activities and the task of national development. For many policy analysts; no nation can develop in the hands of labor that is not productive and that education is the factory for producing human capital (Maxvel, 2012). According to the national policy on education in Nigeria; the provision of the much needed manpower to accelerate the growth and development of the Nigerian economy is the main relevance of university education in Nigeria. Again the questions are how have the Nigerian Universities lives up to these expectations? What are the qualities of University graduates and how is the economy benefiting from the knowledge and skills acquired by such graduates from the Nigerian Universities? What are challenges of quality teaching in the Nigerian Universities? These are the fundamental questions this study sort to investigate. After this introduction, the remaining parts of the paper are structured as follows: part 2 outlined the clear objectives of the study and research designed. Part 3 presents a brief overview of challenges of teaching in the Nigerian Universities, the menace of half-baked graduates and the problems of unemployment and national development. Part 4 of the paper is literature review while part 5 presents data and methodology as well as the numerical results and discussion. Parts 6 finally conclude the paper with recommendations.

### 1.1. Objectives of the Study:

For the fact that Nigeria remains in a dear need for economic development and since one of the major challenges confronting the realistic achievement of such ideal is poor productivity of manpower as a result of poor teaching quality, the broad objective of this study is to identify the challenges of effective teaching in the Nigerian Universities. As for the specific objectives, the study aims at achieving the following:

- i. To identify the challenges of learning environment face by the teachers
- ii. To identify the challenges of knowledge transfer experienced by the students
- iii. To examine the channels through which the problems of effective teaching and learning affects the productivity of University graduates and the economy as a whole

iv. To provide suggestions on what needs to be put in place for lasting solution

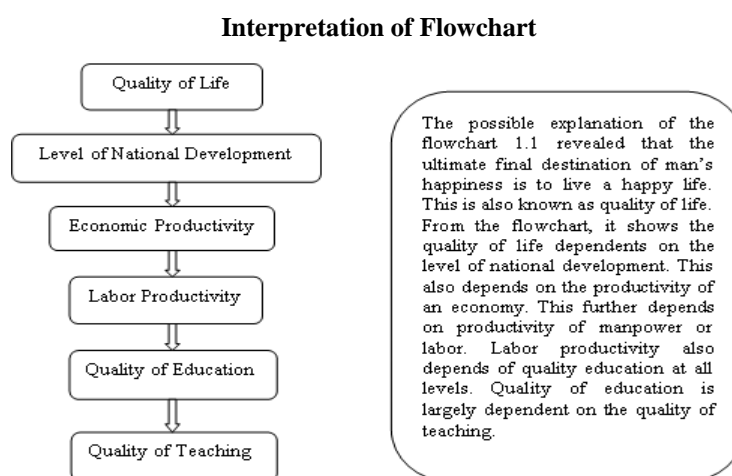
### 1.2. Research Procedure:

The study employed a mixed research designed for data collection, survey and evaluation. Three selected Universities by criteria of Federal ownership in Kano, Katsina and Zaria were used as case study. As for the instruments of data collection; structured questionnaires were used. In order to investigate the problems of effective teaching in the Nigerian Universities from lecturers perspectives; a total of 200 questionnaires were used for data collection. As for the students' perspective, also a total of 200 questionnaires were administered to sort their perceptions regarding the problems of teaching and teachers/lecturers in the Nigerian Universities. However; a theory which provides in details on the relationship between economic development and manpower productivity, manpower productivity and the quality of education, quality of education and quality teaching, quality teaching and quality of teachers as well as the determinants of enabling environment for effective teaching was reviewed and presented in condense summary. The essence for that is to serve as foundation for understanding the implications of our findings in the study. The study uses descriptive statistics for data analysis and results are presented in tables and charts. The study does not used any inferential statistical model for hypotheses testing simply because many studies have converged in their findings that the problems of half-baked graduates in Nigeria are the direct reflections of the problems of teaching in the Nigerian Universities. This study therefore seeks to identify such problems with the view to add more to the literature available on the subject matter and to draw the attention of relevant stakeholders for the way out.

## II. THEORETICAL ISSUES

As a key to understanding the interrelationship and complementarity between quality teaching and learning, learning and productivity, productivity and economic development would be of paramount importance. In a theory championed by Fredrick (1987) proclaimed that from the beginning of time, no record of history that revealed the ever existence of an individual that was born naturally with education because it is an iota that must be labor for to achieve; the knowledge of how to transform natural resources to a value added requires education; the knowledge of how to transform a nations' economy to a greater high requires the labor contributions of educated individuals. Education is therefore the rudiment or the necessary condition required from an individual or nations to achieve their material objectives and happiness. This suggests that whatever undermines education would equally undermine the possibilities of achieving the basic social and material wellbeing of life either for an individual or for the general society. The theory also proclaimed that although the development of a nation's economy depends on human capital, human capital development also depends on educational development. His theory can be further explained using the following chart flow:

**Flowchart 1.1:** How Quality Education Affects Quality of Life



The flowchart 1.1 further suggests that both social and economic aspirations of a country depend on the quality of education at all level. Education therefore is perhaps the most important determinant of economic development. According to the author; there are many indicators that characterized problems in education of a country; these are as follows:

1. Poor productivity of labor
2. Sending students abroad for subjects that are available in a country
3. De-professionalization in teaching

The theory also presented an argument that different countries have different challenges surrounding their educational sector; but one basic root of all problems in education emanates from teachers. Teachers however might not be the center of the problems but the poor teaching condition. In some cases, the problem could emerge from the lack of quality of teachers or those who are not happy with their jobs. In most cases, the problem could emerge from the proprietors of school either in private or public institutions. Whatever the problem is or where it emanates, it will portray poor image quality of a country's education. The consequences of poor education in a country are many, and some of which are listed below:

1. Lack of productivity: *this can cause unemployment, rise in poverty and socioeconomic crimes*
2. Lack of development: *this affects almost more than half of a nation's population politically, economically and socially*
3. Extreme Ideologies: *this cause the emergence of groups of blind followers of whatever tradition, beliefs and culture which could directly or indirectly undermines stability and peace of mind*
4. Militancy: *this means the emergence of criminal groups that could be either against the state or people in their communities*
5. Social Violence: *there are people who profit when the society is destabilized and most of them are uneducated*

### III. CHALLENGES OF TEACHING IN THE NIGERIAN UNIVERSITIES

University education in Nigeria is at its worst state comparatively from history; it has been in crisis for over two decades and seems to be at its worst in the present generation; such tragedy is said to have been emanated from the lack of quality structures and enabling environment for learning, the show of lackadaisical attitudes of lecturers to teaching and the loss of dedication to education by students are jointly contributing to the growth of such menace (Omotere, 2012). According to Maxvel (2012), Human capital is an asset for national development; it refers to the types of individuals with the unified knowledge, talents, skills, abilities, experience, intelligence, training, judgment, and wisdom possessed for productive activities. Human capital as economic resources have been defined as the total capacity of the people that represents a form of wealth which can be directed to accomplish the goals of national development at all levels. According to Simkovic (2013), it is an aggregate economic view of the human being acting within economies, which is an attempt to capture the social, biological, cultural and psychological complexity as they interact in explicit and/or economic transactions. Many theories have explicitly connected investment in human capital development to education, and the role of human capital in economic development, productivity growth, and innovation has frequently been cited as a justification for government subsidies for education and job skills training. Education converts unproductive labor to productive economic force; it transforms individual values, beliefs and behaviors and generally enhance attitudes (Omotere, 2012). It is perhaps needless to argue that at the heart of every nation both developed and developing is dominated with the question of how to create and maintain economic development that is sound, stable and sustainable especially in the 21<sup>st</sup> century; but a reality that needs no justification further, education is the starting point.

Nigeria is a country where the standard of education has been fallen exponentially especially after the 80s; evidence of that is traceable from the army of graduates who are unemployable and unproductive even for themselves (Odiat & Omofonmwan, 2007). The Nigerian private business companies (NPBCs) and government organizations (GOs) as employers of labor have no option than to manage with the average productive few of graduates. But many policy analysts do not look at such problems of productivity of graduates in the labor force as the faulty of laborers for their deficiencies but the standard of University education in Nigeria. According to Okunloye (2005) a lot of accusing fingers have been pointed to the problems of quack lecturers and those for not being alive to their responsibilities. Some critics accuse the deficiency of quality management, loss of dedication to education by student and majority of critics accuses for not feeding the Universities with the right instructional materials and conducive, environment for learning. At the end of tunnel; the crisis of education in Nigeria has been contributing to economic crisis or the lack of development in the

country by feeding the economy with unqualified graduates and unqualified manpower. Against this background; It will however be safer to proclaimed from a chain perspective that, while the Nigerian economy is lacking productive manpower for developmental activities; the problem of manpower productivity is the direct result or reflection of poor education in the Nigeria educational standard especially the Universities. Chidoze (2015: a) proclaimed that, the problem of half-baked graduates in the country is largely attributed to either lack of qualified lecturers or lecturers who are not alive to their responsibilities as well as the poor management system.

**Table 1.0: UTME Applicants, Admitted and Graduate Output and Unemployed**

Year	Total Applicants	Total Admission	Total Graduates Output
2010	1,256,465	346,605	1'332'240
2011	1,434,704	360,170	1,440,110
2012	1,436,473	397,067	1,099,320
2013	1,685,084	392,559	1,873,233
2014	1,470,513	361,400	1,778,111
2015	1,475,600	N/A	N/A
Sources: JAMB Statistics			Sources: NYSC Statistics
<b>Graduate Unemployment</b>			
	Year	Frequency	
	2010	89%	
	2011	83%	
	2012	92%	
	2013	91%	
	2014	93%	
	2015	94%	
<b>Sources: KYNU, 2016</b>			

Source: JAMB Admission Statistics 2015.

Asuquo & Agboola (2014, p: 1245) defined employability as “Employability refers to the capability to gain and maintain employment (Hind & Moss, 2011). The employability of an individual depends on the knowledge, skills and abilities an individual possesses. Employability can also be defined as a person’s capability of gaining initial employment, maintaining employment and obtaining new employment if required (Hillage and Pollard, 1998). In simple terms, employability is about being capable of getting and keeping fulfilling work. Also, employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment. In the word of Overtoon (2000) employability means, “having essential functional and enabling knowledge, skills and attitudes required by the millennium workplace, necessary for career success for all levels of education”. Employability skills which are skills necessary for getting, keeping and doing well on a job are very important for all employees to be an asset to the labor market. These skills include attitudes, and actions that enable workers to get along with their fellow workers and supervisors and to make sound, critical decisions (Brown & Hesketh, 2004). While most people view employability in absolute terms, focusing on the need for individuals to obtain credentials, knowledge and social status; the concept of employability can also be seen as subjective and dependent on contextual factors. Employability not only depends on whether one is able to fulfill the requirements of specific jobs, but also on how one stands relative to others within a hierarchy of job seekers (Brown and Hesketh,2004).

#### IV. LITERATURE REVIEW

The aims of establishing Universities are basically for teaching and research with the objectives of qualifying human resources and producing knowledge. Universities also respond to the demands of society, to reduce the gap between innovation and technological application and to make the university closer to productive sector (Mahmud, 2016). Every nation strives towards the provision of quality education for its citizens, because of the realization that education is necessary to engineer and consolidate any nation’s developmental process. However, achieving quality education would be a mirage if teacher education is not in good shape (Isaac O, Akindutire, Haastrup & Ekundayo, 2012). Balogun (2010) opined that education is the light, without which, the whole world would be in darkness. It is the basis of scientific and technological breakthroughs and the basis of modernity, which have made all nations of the world accord immense

priority to it, even though, the levels of priority range from one country to another. Teaching as a profession is expected to be accorded a most deserve recognition as an established profession of comparable standing to other established professions such as law, medicine, engineering and banking among others. On the contrary, this has not been the case in Nigeria where teaching has become a generalist occupation on account of gradual but persistent de-professionalization of teaching by teachers (Okunloye, 2005).

According to Isaac *et al* (2012), every nation of the world strives hard towards the provision of quality education for her citizens, because of the realization that education is necessary to engineer and consolidate any nation's developmental process. They argued that, achieving quality education however would be a mirage if teacher education is in bad shape. As for the challenges facing teacher education in Nigeria; their findings identified inadequate funding, poor societal perception of teacher education; lack of commitment among teachers; problem of attrition in teaching; lack of motivation; unethical behavior of some teachers. Based on these challenges, the authors recommended, as the way forward, that teaching profession should be truly professionalized; public should develop positive perception of teachers; the curriculum of teacher education needs to be reviewed in conformity with global trends, there should be improvement in welfare package of teachers and that government and other stakeholders should ensure that befitting infrastructures are put in place to enhance better teacher education in Nigeria.

Omotere (2012) argued that competent teachers are the most critical piece in improving students' achievement and closing the achievement gap. The single most important influence on student learning is the quality of teaching, yet most schools don't define what good teaching is. This is a problem because if it is not defined, teachers may not be given the opportunities to improve practices in the classroom, which invariably may affect student's achievement negatively. Using primary data for a sample of 205 lectures by applying Pearson Product Moment Correlation Coefficient and multiple regressions to analyze the relationship between manpower development and lecturers' productivity in tertiary institutions in the Delta State of Nigeria; the result revealed that manpower development enhances lecturers' productivity irrespective of gender, faculty and type of institution (Peretomode & Chukwuma, 2014).

Akpo (2012) examined the impact of teacher-related variables on students' junior secondary certificate mathematics results in Namibia using questionnaire, multi-correlation and regression analysis and found that teacher educational qualifications, teaching experience, subject specialization, standards-based professional development, standard-based classroom activities, and classroom management beliefs are related to students' academic achievement in JSC Mathematics. Similar study by Daso (2013), on teacher variables and senior secondary students' achievement in Mathematics in Rivers State, Nigeria, reported that there is a significant relationship between teachers' method of teaching, teachers' attitude, and teacher quality and students' achievement in Mathematics. Akinsolu (2010) investigated teachers and students' academic performance in Nigerian secondary schools and its implications for planning using questionnaire, Anova and Spearman Rank Correlation coefficient and found that teachers' qualifications, years of experience, and teacher-student ratio were significantly related to students' academic performance. In their study on "Student, Teacher and School Environment Factors as Determinant of Achievement in Senior Secondary School Chemistry in Oyo State, Nigeria, Adesoji and Olatunbosun (2008), adopted an ex-post facto research type and used four sets of instruments. They found that 7.2% of the total effect on achievement in chemistry was accounted for by all the seven predictor variables when taken together. It was also revealed that only four variables, school location, laboratory adequacy, teachers' attitude to chemistry teaching, and teachers' attendance at chemistry workshop had direct causal influence and significantly contributed to the prediction of achievement in chemistry.

Temitope & Olabanji (2015) examined the influence of teachers' teaching experience on the academic performance of public secondary school students in Mathematics and English Language in Ado-Odo/Ota and Ifo Local Government Areas in Ogun State. The researchers employed descriptive research design while their study's population includes all the 31 Senior Secondary Schools in the selected two local government areas. Drawing from the population a sample of 20 Schools using simple random sampling technique, a total of 400 questionnaires were administered for data collection. Their responses were analyzed through content analysis. The regression analysis and t-test were used to test hypotheses generated for the study at 0.05 alpha levels. Their findings reveal that teachers' teaching experience has significantly influenced students' academic performance in Mathematics and English Language as measured by their performance in the SSC examinations and as perceived by the respondents. Schools having more teachers with above 10 years teaching experience achieved better results than schools having more teachers with 10 years and below teaching experience.

Okunloye (2005) examined the trend and factors of deprofessionalization to teaching and declining productivity of teachers in Nigeria. De-professionalization is a process, trend or state of affairs which erode the recognition, status and practice of an existing profession to such an extent that the job description or service (s) offer by such profession is loses or depreciates in professional standing. Such challenge to teaching in Nigeria could be the result of many cases; from national policies and practice, attitudes of the general society to teachers, teaching has been considered as the last resort of profession if one could not get job elsewhere because of the manner upon which teachers are treated in Nigeria by both government and private schools owners. This had therefore open the gate of teaching profession to whoever who could not find job somewhere even if he/she did not read education or unqualified. Other problems includes poor funding of education by government, entry of students without merit, examination malpractices especially in many private schools and the lack of motivation of teachers such as good salaries and payment in time, teaching aid allowances and a long list of others.

Odia & Omofonmwan (2007) examined the problems and prospects of education in Nigeria. While proclaiming that education is the bedrock of development; it does not seems to true with Nigerian education because of numerous challenges. These challenges includes; poor funding, poor educational infrastructures, inadequate classrooms, lack of adequate teaching aids such (projectors, Computers, Laboratories and libraries), paucity of quality teachers and polluted learning environment. In addition to these inadequacies, the Nigerian school system is plagued with numerous social vices such as examination malpractices, cultism, hooliganism and corruption. They argued that for meaningful development to take place in the educational sector; the government needs to re-address the issue of funding. Private educational investors, teachers! Parents/guidance and students/pupils need a reorientation towards achieving the goals of education. In addition to these; education must be made affordable for all and sundry, technical education and innovation centers must be encouraged and well funded, if Nigeria must move away from technological and scientific dependence. The authors conclude that Government and the organized private sector must as well fund research programmes, inventions and mass production of invented products.

## V. DATA AND METHODOLOGY

This section presents the data used for analysis, types and instruments used for data collection. The study used primary data which was obtained using structured questionnaire. A sample of 200 university lecturers was sorted from three federal universities in three northern states which include Kano, Katsina and Zaria to extract their perceptions on the problems of effective teaching face by lecturers in the Nigerian Universities. Another sample of 200 students from the three universities was sorted to extract their perceptions on the challenges students faced with regard to effective receiving of knowledge and skills from their lecturers. As for the method of data analysis, descriptive statistics was employed using tables and charts for presentations of data and results. This section first presents the summary of questions from questionnaires administered to lecturers as well as students. Secondly the summary statistics of the respondents (lecturers and students) are presented in tables and charts as numerical results or findings of the study. The discussion on how problems of teaching in the Nigerian Universities contributes to the increasing outflows of half-baked graduates, the menace of unemployment and how the economy is affected as well as national development are the last part of this section.

**Table 1.1: Summary of Questions Responded by University Lecturers Regarding the Problems of Effective Teaching faced by Lecturers in the Nigerian Universities**

S/N	Problems of Teaching in the Universities face by Lecturers
	• Lack of adequate internet facilities
	• Non-conducive offices for research
	• Admitting of unqualified students
	• Lack of modern books in the Libraries
	• Too much students in a class
	• Frequent changing of subjects for Lecturers
	• Delay of Salary payment
	• Poor Departmental Management

<ul style="list-style-type: none"> <li>• Lack of motivation from the University Management</li> </ul>
Sources: <i>Computed by the Authors</i>

**Table 1.2: Summary of Questions Responded by University Students Regarding the Problems of Effective Teaching faced by Students in the Nigerian Universities**

S/N	Students Perception of Lecturers Problems to effective Teaching
	<ul style="list-style-type: none"> <li>▪ Lack of preparing good lecture notes</li> <li>▪ Teaching with too much Stories</li> <li>▪ Poor Teaching Methods</li> <li>▪ Absenteeism</li> <li>▪ Lack of covering the all Syllabus</li> <li>▪ Poor Students/Lecturer Relationship</li> <li>▪ Poor Knowledge in the Subjects they teaches</li> <li>▪ Inconsistency</li> <li>▪ Selling Grades</li> <li>▪ Sex for Grades</li> </ul>
Sources: <i>Computed by the Authors</i>	

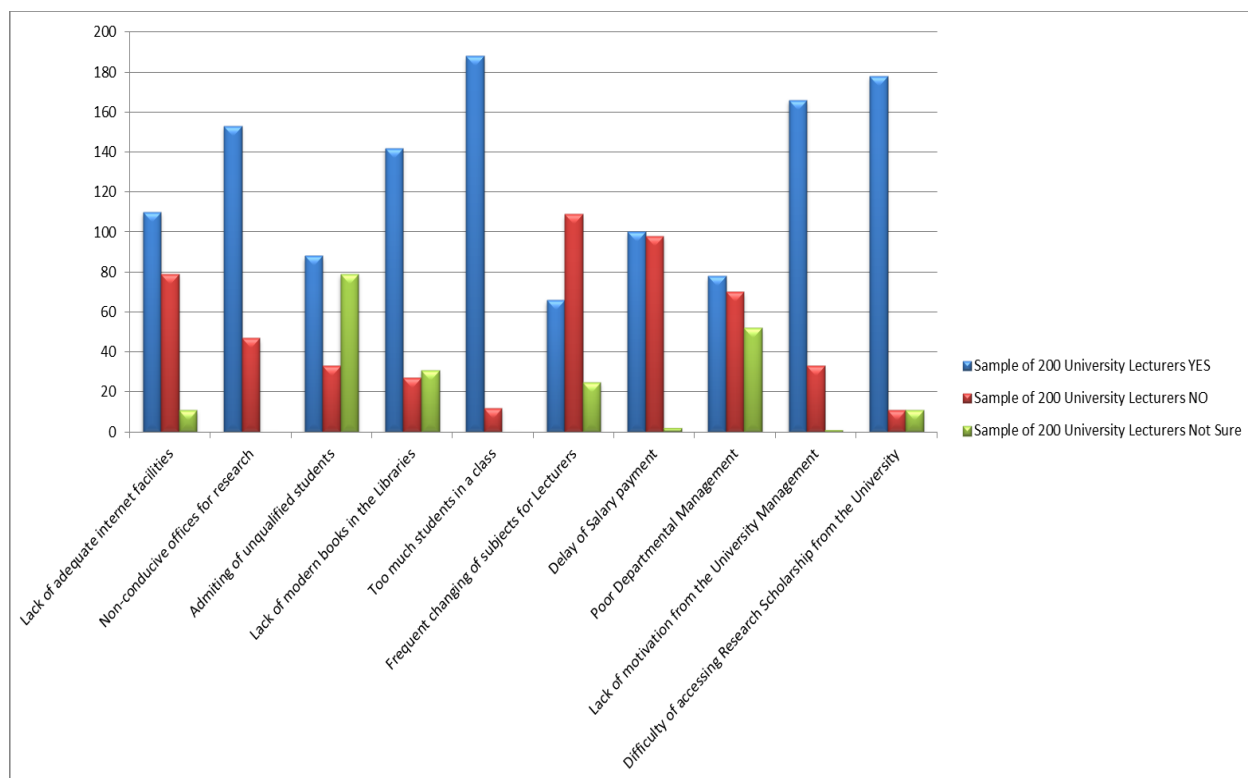
**Table 2.1: Summary Statistics of Lecturers' Responses on the Challenges of Teaching in the Nigerian Universities**

Sample of 200 University Lecturers				
S/N	Problems of Teaching in the Universities face by Lecturers	YES	NO	Not Sure
1	• Lack of adequate internet facilities	110	79	11
2	• Non-conducive offices for research	153	47	0
3	• Admitting of unqualified students	88	33	79
4	• Lack of modern books in the Libraries	142	27	31
5	• Too much students in a class	188	12	0
6	• Frequent changing of subjects for Lecturers	66	109	25
7	• Delay of Salary payment	100	98	2
8	• Poor Departmental Management	78	70	52
9	• Lack of motivation from the University Management	166	33	1
10	• Difficulty of accessing Research Scholarship from the University	178	11	11

Sources: *Computed by the Author*

Table 2.1 presents a summary statistics extracted from the 200 questionnaires administered to 200 University lecturers from three Federal Universities in Kano, Katsina and Zaria of the northern Nigeria regarding the challenges of teaching face by classroom lecturers. On the prevailing ethic; revealing the name of those Universities would be a slap on their face value as well as their established integrity. From the list of 10 ten questions; about 110/200 respondents agreed that lack of adequate internet facilities is one of the factors that undermined their ability to conduct research and prepare adequately for better delivery of lectures to students; only 79/200 disagreed and about 11 of the respondent were not sure of the situation. On the second question which is non-conducive offices for research, 153/200 agreed while 47/200 disagreed. 88/200 agreed that admitting of unqualified students made it difficult understand topic of discussion, but 33/200 disagreed; only 79/200 were not sure. Lack of modern books in the libraries, 142/200 agreed, and 27/200 disagreed; only 31/200 was not sure. Too much students in a class; 188/200 agreed while only 12/200 disagreed. Frequent changing of subjects for lecturers; 66/200 agreed that it erode the opportunity of specialization, but 109/200 disagreed; only 25 of the respondents were not sure. Delay of salary payment, 100/200 agreed, 98/200 disagreed and only 2/200 was not sure. Poor department management, 78/200 agreed, 70/200 disagreed and only 52/200 was not actually sure. Lack of motivation from the University management, about 166/200 agreed, 33/200 disagreed and only one respondent was not very much sure. On the last question, difficulty of accessing research scholarship from the University, about 178/200 strongly agreed, 11/200 of the respondents disagreed and only 11/200 was not sure.





Source: Computed by the Authors

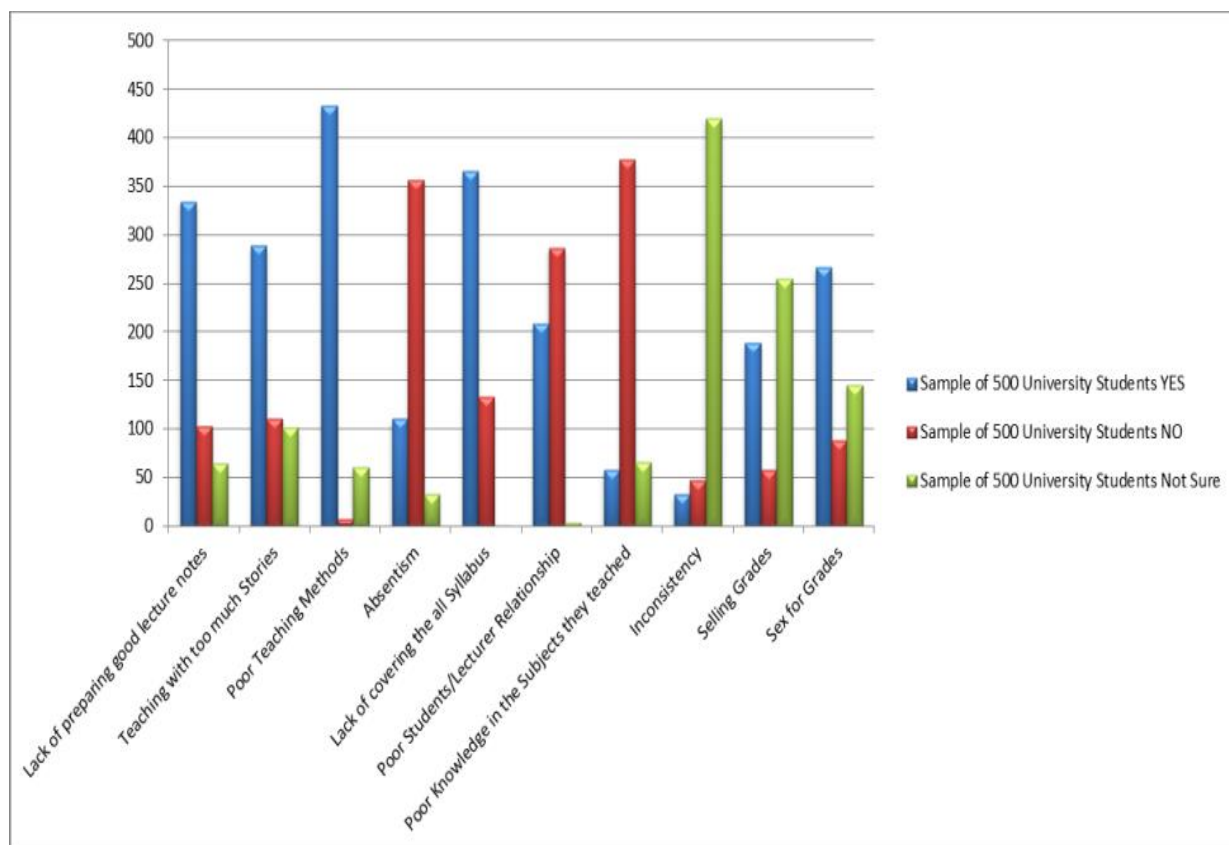
**Chart 1.1: Summary Statistics of Lecturers' Responses on the Challenges of Teaching in the Nigerian Universities**

Of all the **10** questions regarding the problems facing lecturers on their personal development for effective teaching, the shaded corresponding problems are the major challenges retarding the productivity stimulus of University lecturers in Nigeria because they are above **100** out of the **200** respondents.

**Table 2.2: Summary Statistics of Students' Responses on the Challenges of Teaching in the Nigerian Universities**

Sample of 500 University Students				
S/N	Students Perception of Lecturers Problems to effective Teaching	YES	NO	Not Sure
1	• Lack of preparing good lecture notes	334	102	64
2	• Teaching with too much Stories	289	110	101
3	• Poor Teaching Methods	433	7	60
4	• Absenteeism	111	356	33
5	• Lack of covering the all Syllabus	366	133	1
6	• Poor Students/Lecturer Relationship	209	287	4
7	• Poor Knowledge in the Subjects they teaches	58	377	65
8	• Inconsistency	33	47	420
9	• Selling Grades	188	58	254
10	• Sex for Grades	267	88	145

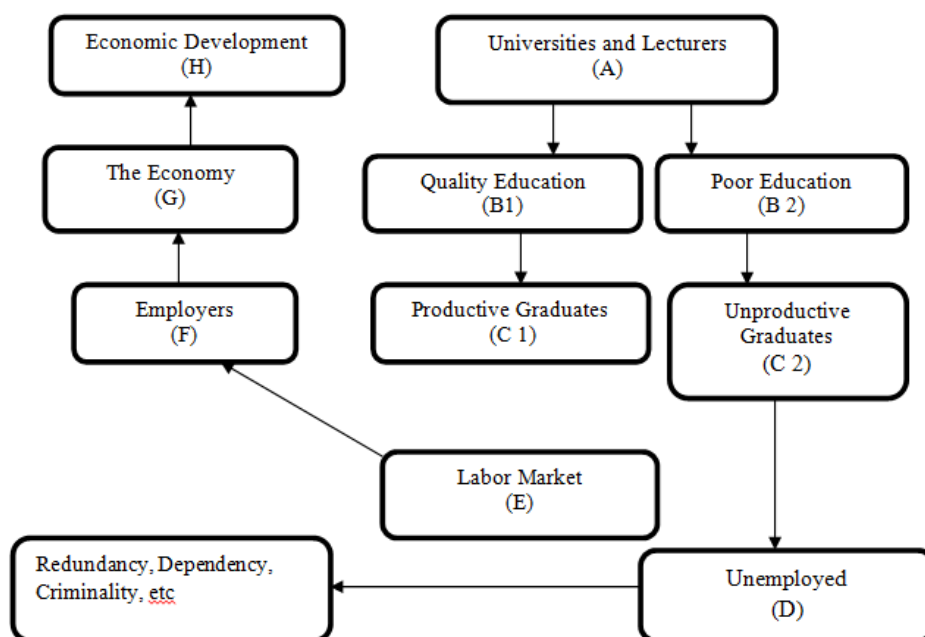
Sources: Computed by the Author



Source: Computed by the Authors

**Chart 1.2: Summary Statistics of Students' Responses on the Challenges of Teaching in the Nigerian Universities**

Table 2.2 also, presents the summary statistics extracted from the 500 questionnaires administered for 500 undergraduates University students in three Federal Universities Kano, Katsina and Zaria of the Northern Nigeria regarding the challenges faced by students with the lecturers in terms of better teaching and understanding. The 10 questions in table 2.2 seek to understand the degree of such problems from student's perspective. 334/500 agreed that many lecturers only asked students to photocopy a set of diverse topics from textbook from the subjects they teaches; 102/500 disagreed and only 64/500 was not sure. Traditionally by ethics, a university lecturer is expected to prepare his/her lecturer note as lesson plan. But this tradition has been thrown overboard. 289/500 agreed that many lectures have the habit of telling more stories outside the theme of the subjects than teaching the contents of the topic of discussion. 110/500 disagreed and only 101 were not very much sure. In terms of poor teaching methods, about 433/500 strongly agreed that many lecturers lack the skills of making their lectures interesting but boring. This problem could arise partly from the lack of staff training especially on classroom management. 7/500 disagreed and only 60/500 students were not sure. On absenteeism, 111/500 agreed, 356/500 disagreed and only 33/500 was not sure. On lack of covering the whole syllabus, 366/500 agreed, 133/500 disagreed and only 1/500 was not sure. On poor students/lecturer relationship, 209/500 agreed, 287/500 disagreed and only 4/500 was not sure. On poor knowledge of the subjects by the lectures; 58/500 agreed, 377/500 disagreed and only 65/500 was not sure. On inconsistency, 33/500 agreed, 47/500 disagreed and only 420/500 was not sure. On selling grades for students, 188/500 agreed, 58/500 disagreed and only 254/500 was not sure. On sex for grades, 267/500 agreed, 88/500 disagreed and only 145/500 students were not sure. Of all the problems in table 2.2 shows that the major problems faced by students in terms of receiving include lack of preparing good lecture notes, teaching with too much stories, poor teaching method, lack of covering the whole syllabus, poor students/lecturer relationship and sex for grades. The combined impacts of the challenges faced by lectures and those by the students contribute tremendously in the art of producing half-baked University graduates for economic consumption. The flow chart below shows such relationship emanating from the Universities/lecturer to how the economy is affected in terms of productivity, economic growth and development.



Source: Designed by the Authors

### 1.3: Flow Chart for the Relationship between the Supply of Labor by the Universities and the Economy

The flow chart 1.3 shows clearly on how the problems of effective teaching in the Universities can affect productivity of graduates, their employment status as well as their contribution to the economy. It also shows that the performance of an economy depends on productivity of manpower. Such relationships are moreover explained in details below:

#### Problems of Teaching in the Universities, Impact On Labor Productivity and the Economy

##### i. Economy Depends On=Productive Graduates

In both traditional and modern production functions; labor is one of the most important factors of production. However the productivity of an economy or a producing company, output in terms of quantity and quality is technically dependent on productivity of labor because all machineries, computers and coordination of production processes are control by the services of labor. Even in the art of management which comprises the responsibilities of policy and decision making regarding the activities of production, packaging, advertisement and sales among other value chains in the processes are all carry out by the labor. On the other hand; the universities in every economy are responsible for the production and supply of productive labor for the economic consumption. This shows that universities play an important role in complementing the economic demand of a nation for national productivity and development at all levels. However in any event; where the productivity of university graduates is poor, it is the university that should be held responsible.

##### ii. Graduates Productivity Depends On=Quality Education

While the Universities are considered responsible for the supply of half-baked graduates to the economy; it is the responsibility of university lecturers to provide quality education for students as potential job seekers in the economy and contributors to national development. The problem of quality teaching in the Nigerian universities has been eroding exponentially over two decades either because of the challenges faced by the lecturers regarding quality teaching in their respective institutions or their personal problems or the combination of both. Traditionally; what makes a university great is not the beauty of its physical structures but the quality of teachers. It might be difficult to conclude that university lecturers lack the basic knowledge of their subjects because in most cases, only those with first-class and second-class upper are recruited to teach or those with advance degrees such as PhDs and Mscs; therefore, it might be safer to argue that the problems of effective teaching in the Nigerian Universities can be attributed to the lack of enabling environment for lecturers to give their best and the problems of lecturers themselves. But at the receiving end, it is the students as well as the economy.

##### iii. Enabling Environment for Learning Depends On= (1) quality of teachers + (2) adequate and conducive classrooms for learning + (3) equipped libraries + (4) adequate internet facilities +(5) Cheap Cost of Living

Enabling environment for learning in every university is characterized by the availability of quality of lecturers, adequate and conducive classrooms for learning, equipped libraries, available internet facilities and low cost of living among others. It is unfortunate that some of these important attributes in the Nigerian universities are either inadequate or non-existence at all. As a result; the quality of teaching could have no place in the Nigerian Universities as well as the ability to produce graduates with the required skills and knowledge for national development.

## VI. CONCLUSION AND RECOMMENDATIONS

The study concludes that the lack of development of the Nigerian economy is because by many factors and poor productivity of manpower especially university graduate is one. Also, that the increasing overflows of University graduates without productivity is a direct result of the nation's educational standard especially the University. The problems of University education in Nigeria is an indication of teaching problems and the poor condition of learning environment. But to be specific in identifying the leading problems would however be relative in terms of intensity; because the problems of effective teaching cannot be totally attributed to teachers' problem, students or management. For example, the result of our studies from the lecturers' perspective revealed that lack of adequate internet facilities, admitting unqualified students, frequent changes of course allocations, departmental crisis and the difficulty of accessing Research Scholarship from the University are the major stumbling blocks. As for students' perspective, many lecturers are not preparing for their class; the habit of mixing too much stories with lecture, lack of preparing lecture notes, lack of covering the whole syllabus are the major problems. The two problems can also be attributed as management problem because it has the responsibilities of ensuring that lecturers have the enabling environment for their teaching activities. The management also has the onus of ensuring that every lecturer is alive to his/her responsibilities. The study recommended that the following suggestions should be consider:

1. The management of various Universities in Nigeria should endeavor to ensure that University lecturers have the enabling environment for better and effective teaching
2. The Lecturers should also realize that they are part of the problem if the nation's education is in problem and they are part of the success if success is recorded; therefore teachers in the Universities should endeavor to develop the psychomotor of the students in the area of development of practical skills that will enable them function optimally in to labor market
3. Management of Universities education in Nigeria should collaborate with employers of labor in designing curriculum for courses to meet the reality of the modern labor market.
4. Internship and work study should be part of universities students' educational experience.
5. The quality of industrial training and other programmes geared at equipping the students with practical skill should be improved upon by the government and other players in the Nigerian Universities administration.
6. A more robust and proactive measures should be taken by the government to salvage the deteriorating standard of Nigerian Universities education.
7. There is also a need for training and retraining of lecturers all Universities institution in Nigeria on modern way of teaching that will avoid students the opportunity of acquiring knowledge and skills needed in the labor market.

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