

MANAGEMENT OF HIGHER EDUCATION IN AFRICA



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CHAPTER 2

FUNCTIONS OF THE UNIVERSITY

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Introduction

Education is the instrument par excellence for meeting the needs and solving the problems of society. The major role of the education industry in an economy seems to be principally that of producing the various classes of manpower needed by the economy. Thus, we have the primary, secondary and tertiary levels of education assigned respectively with differing functions as far as manpower production for the nation's economy is concerned. While the primary school level lays the foundation upon which the other levels are built, the two broad goals of secondary education are preparation of the individual for useful living within the society and also the preparation for higher education (FGN, 2004, pp. 14-24). Tertiary education, on the other hand, is the education given after secondary education in universities, colleges of education, polytechnics and monotechnics including those institutions offering correspondence courses (p.22).

Among other roles, universities are established for the production of manpower. Mugabushaka, Teichler and Schomburg (2003) gave, in part, the role of African Universities in manpower and national development during the 1990's. They stated:

First, higher education institutions (HEIs) were expected to train the professional and political elite needed to replace the colonial civil servants and to take up the administration posts in the growing number of public and parastatal organizations. Secondly, HEIs were to play a crucial role in shaping national development. The African university had to "decolonize" its contents and be relevant in addressing the genuine needs and solving the real-life problems of the newly independent nations.

The National Universities Commission comments on the changing role of universities when the Commission pointed out that the role of higher education institutions has been "seen to change over time from preservers of culturally reversed forms of knowledge, through producers of skilled labor associated with a manpower planning approach, to a more recent perception as agents of social change and development (NUC, 2007).

Higher institutions of learning occupy a pivotal position in every society. The university not only receives products from preceding tiers, it is usually the final destination for formal teaching and learning before the ultimate launch into the world of employment or entrepreneurship, UNESCO (1998) explains that higher institutions of learning, as role models of innovation and change at large, are

expected to play a critical role in promoting sustainable economic, social and cultural development. This implies that higher institutions of learning are at the forefront of contributing positively and powerfully to the society. According to the Institutional Management in Higher Education (IMHE, 2009), higher education is becoming a major-driver of economic competitiveness in an increasingly knowledge-driven global economy. Unfortunately in Nigeria, higher educational institutions are ill-equipped to play the role expected Bourner and Flowers (1999), while presenting six learning aims of contemporary higher education, highlighted the relationship between a lack of knowledge or understanding of aims of education and poor university education. According to them, learning aims of higher education are to:

- disseminate knowledge;
- develop the capability to use ideas and information;
- develop the students' ideas to test ideas and evidence;
- develop the students' ideas to generate ideas and evidence;
- facilitate the personal development of students; and
- develop the capacity of students to plan and manage their own learning.

They expressed the view that the six aims are all important and do not represent a hierarchy. However, they decry higher education that is only about deliver of knowledge or dissemination of information. According to Hague (1991, p.64), "academics must believe that acquiring the ability to test ideas and evidence is the primary benefit of university learning". Bourner and Flowers further stated that the more of the aims embraced in the higher education programme, the better the quality of such a programme.

Universities serve as change agents in the society in the context of manpower production and utilization. Corson (1960) cited in Bassey (2009, pp. 431-459) argues that the change that transformed the American Society was a magnification of the functions the institutions were called upon to perform. This fact was clearly perceived by the founders of Cornell University, for example, when they strove to create an institution capable of not only instructing the young but also facilitating the application of knowledge to a variety of society's needs. Such tenets underlie the federal American government's dependence during and after World War II on the universities to discover and apply the new knowledge needed to create more sophisticated weapons, to explore space, and to find the causes and cures for diseases (Okon & Anderson, 1982). The institutions were also expected to seek the causes and ways of eliminating poverty, racial discrimination, drug abuse and urban blight.

Alan Pifer (quoted in Corson, 1960) maintain that America's Colleges and Universities had acquired by the close of the decade following the Second World War, a wide range of activities, stressing these links between the schools and the outer society. Pifer enumerates thirteen types:

1. Offering liberal education to some students;
2. Providing professional and occupational training for other students;
3. Sorting and selecting students for various types of employment;

4. Discovering new knowledge;
5. Serving as custodians of the cultural heritage;
6. Providing a protected environment for detached, impartial criticism of the larger society;
7. Providing the administrative base for public service programmes in such fields as health care, foreign assistance, agriculture and community services;
8. Providing a logistical base for a pool of specialized talents which the university makes available to government and industry;
9. Certifying the entry of the particularly ambitious and able person of middle or working background into the social elite;
10. Providing a "way station on the trail of life" for young people for whom the society offers no jobs or other meaningful opportunities;
11. Offering educational opportunities for adults;
12. Offering "remedial education" of less than college level for able individuals whose early training was inadequate,
13. Providing commercialized entertainment.

Pifer observes that the instinct of the Americans time and again was to turn to higher education whenever there was a new job to be done and as a consequence both functions of higher education and the varied activities these functions tended to ignore steadily multiplied. Indeed universities on the American continent have been transformed from intellectual centres into gigantic service stations principally for the government and the larger corporations. Samuel Gould (quoted in Corson, 1960) argues that the university of the future will no longer be able to ignore many of the swift changes taking place outside its gates because some of these outside its gates are prepared to go inside the campus and demand attention and aid.

It was in this light that the Federal Government of Nigeria motivated change in its tertiary institutions, especially the universities, in its National Policy (FGN, 2004). The thinking of the government is that if university research is to assist national development, it should be relevant to the nation's development goals. To ensure this relevance, the Policy (2004, p.55) continues:

1. Government will direct the National Universities Commission, the National Education Research Council and other appropriate bodies to identify the areas of need and priority. Universities can therefore base their research programmes on these.
2. Government will support closer links among the universities, industries and the various research councils.
3. Government will encourage locally based industries to develop direct links with research institutes and universities to facilitate research into their products and problems.
4. Universities will be required to keep government and industry informed about their research results.

5. Government will ensure effective utilization of the results of universities' research and promising research results which at first appears unprofitable but are likely to pay off in the long run.

The Policy continues that universities should render services in the various departments, and the university teaching should seek to inculcate a spirit of community service in the students. Thus, the universities are expected to serve as a dependable icon in human resource development in all facets of national economy.

The concept of human resource development (or human capital formation) was associated with investment in human beings and their development as creative and productive resources. Ojo (1997:8) defined human capital formation as the process of acquiring and increasing the numbers of people who have skills, education and experience that are critical for the socio-economic development of a country. It is apparent that formal and non-formal education constitute strategic components of human capital formation. It is expected to generate knowledge in various fields of learning, to accelerate economic growth, to equalize income distribution, to forge national unity and integration, and to enhance cultural and social advancement (Umo, 1978). Some of the means of human capital formation are: formal education at the elementary, secondary and higher levels; on-the-job training including apprenticeship system organized by employing institutions or the old style (indigenous) apprenticeship system undertaken by craftsmen, study programmes for adults that are not organized by firms, including extension programmes notably in agriculture, adult education, and literacy classes, and importation of skilled labour from abroad through various ways such as technical assistance, hiring of expatriates or consultants are immigration (Ojo, 1977). Manpower and development efforts outside the formal educational system in Nigeria have been pursued through the activities of various specialized government sponsored manpower development agencies like Industrial Training Fund, Centre for Management Development, Administrative Staff College of Nigeria, National Centre for Economic Management and Administration, and National Directorate of Employment.

Mandates of the University

University is one of the various tertiary institutions existing in most countries of the world for specific purposes. In Nigeria, universities exist to pursue some primary and secondary mandates. The primary mandate is to train people for acquisition of degrees while the provision of community services remains the secondary primary mandate.

Degree qualification is cherished or highly rated the world over by all and sundries. In the same vein a degree holder is looked at as an exceptional figure imbued with peculiarities that are rarely found in other certificate holders. This perception accounts for the craze for university education and opening of universities now experienced in Nigeria.

For any nation to be economically buoyant, politically stable and culturally appreciable and marketable, the university has uncompromising responsibility of

producing skilled graduates for the country for productive fibraney in all areas of economic endeavours. Anything short of this expectation, paves way for economic doom and political dependences which in most cases raise issues on the adequacy of training and magnitude of preparedness the degree holders have got as dependable future national economic developer. It is this element of uncertainty that forced Dabalen, Oni and Adekola (2000) to express the views that our skilled graduates are poorly trained and are not adequately prepared for productive employment. Since this is a challenge to the university in terms of its primary mandate, it is necessarily incumbent on the university to look at the quality of the perceived elements that are involved in the preparation and production of the degree holders in line with what the national economy demands. The perceived factors that register their effect on the quality of degree holders preparation and production are: academic staff quality, teaching and learning resources, learning environment; and funds. Production of quality degree holders implies quality human capital formation for the enhancement of productivity and sustainability of competitiveness in economic endeavours globally. For the university to adequately carry out the mandates it has been given, the mentioned factors should be improved upon substantially or acquired maximally.

In terms of academic staff, they have to be of good quality. The success of any educational system depends on the quality of its teachers while good quality teachers impart quality knowledge to students (Okwudibia, 2001). With reference to teaching/learning resources, suitable, adequate and inexpensive textbooks, computers, videotapes and other learning aids should be made available and their usage expanded. Dilapidated buildings in universities should be refurbished, classroom facilities improved upon, lecture rooms devoid of congestion while electricity supply and other utilities should be given proper attention. Provision of adequate funds and purposeful determination against mismanagement of funds should be applied to solve the problem of acute shortage of funds in universities in an attempt to meet the primary mandate of the ivory tower in national development.

Secondary Mandates

In addition to the primary mandate of universities are the secondary mandates which include carrying out of researches and provision of community services for meeting the objectives of their establishment.

Research is a process of investigation. Akpan (2009) sees research as an examination of a phenomenon from different angles for the main purpose of finding the truth or the exact state of affairs. It implies self-education. While some sees research as a positive outcome of activity that is new, Ali et. al (2000) look at it as a product or change that can be utilized to improve existing situation. Research is an activity based on some logical rationale and is generalizable. The relevance of research is the implementation of the findings and its positive effects on the development and growth of the economy. Where the effect of research is positive, development, innovations or improvement in the economic structure of the nation are enhanced, (Olaitan et. al., 2000). Since universities is the fountain of knowledge and knowledge engenders creativity and industry, to look up to the university for various

inputs in national planning and development is unmistakably appropriate. The whole concept of research is an academic activity for generating knowledge for economic development (Bako, 2005). Research generally is a significant component of human resource development with great potential for adding value to products and services and contributing to the national economy and improving quality of life of the people.

The next secondary mandate of universities is the provision of community services. Community service is an act performed by caring individuals who want to contribute to the betterment of their community. It connotes voluntary and self-less *services which attract no pre-determined reward whether in cash or kind*. Some examples of Community services offered by lecturers are:

- serving as Board Members on state or Federal parastatal;
- serving as external examiners for other tertiary institutions;
- undertaking literacy or HIV Aids campaigns in the community;
- Internal examiners for Masters and Ph.D students in other departments of your University;
- Members of certain committees e.g. examination or disciplinary committee, within the institution.

One may wonder why universities are saddled with this type of responsibility. University education is cost-intensive and the services produced and offered by universities are proportionately costly. Since such services which are a function of the expertise of university products or graduates are meant for developmental purposes in the economic disposition of the country, the costliness of the services from the universities are consciously put under checks through community service. In essence, community service has some benefits some of which are limitless. Even though one is volunteering his time, energy, expertise, etc. freely at times, what one gets out of his community services is something that money, in most cases, cannot buy. Community service has some values which should not be overlooked but tapped for progress and economic emancipation of the citizenry. It is a way for people to regain a sense of community. Through community service people are linked to the wider community and exposed to others and situations outside their every day experiences. Thus, new skills are developed, people assume responsibilities, become aware of the needs of others and learn how to give and serve unselfishly. In specific terms, Akpan (2008) states the following benefits of community service which universities are offering as part of their mandates to society:

- Helping others build self-esteem. One feels good because he is making a difference;
- Appreciating what one has and realizing how blessed he is when helping others;
- Not having any cause to feeling lonely, guilty or afraid when volunteering;
- Empowering one to better understand people, the organization he is working with, and himself;
- Helping to improve one's community for oneself and others.

Conventional Functions of University

Universities in Nigeria are of different types. While some are conventional universities, others are universities of technology, universities of agriculture or universities of education. Their types notwithstanding, they pursue the same goals as enshrined in the National Policy on Education; and perform common functions through their pursuance of the enshrined goals. The Federal Republic of Nigeria (FGN, 2004) spells out the following goals of tertiary education, which universities as partners in providing tertiary education, have to pursue:

- a. contribute to national development through high level relevant manpower training;
- b. develop and inculcate proper values for the survival of the individual and society;
- c. develop the intellectual capability of individuals to understand and appreciate their local and external environment;
- d. acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- e. promote and encourage scholarship and community service;
- f. forge and cement national unity; and
- g. promote national and international understanding.

To ease the achievement of these goals, the policy in section 8, paragraph 69, stipulates the following functions:

- a. Teaching
- b. Research and development;
- c. Virile staff development;
- d. Generation and dissemination of information;
- e. Accessing training funds;
- f. Maintenance of minimum educational standards through appropriate agencies;
- g. Providing dedicated services to the community through extra-mural and extension services;
- h. Exploring other sources of funding to supplement government's funding;
- i. Intensifying and diversifying programs for the development of higher level manpower within the context of the needs of the nation,
- j. Making professional course contents to reflect national acquirement;
- k. Making all students part of a general program of all-round improvement in university education;
- l. Offering general study courses e.g. history of ideas, philosophy of knowledge and nationalism;
- m. Inculcating community spirit in students through projects and action research, and
- n. Disseminating their research results to both government and industries.

From all indications, the above functions are subsidiary and are subsumed in the four main university functions of:

- a. Knowledge production i.e. discovery and extension, achieved through research and publications and generally regarded as pure scholarship.
- b. Knowledge interactions and training, achieved through formal teaching and institution based on some curricula;
- c. Knowledge presentation and retrieved – a fundamental and specialized function that is very often ignored or at best subsumed under teaching and research; and carried out through libraries, archive and museums; and
- d. Knowledge application – which is public service and social commitment and entrepreneurial undertakings (Obikezie, 2003).

21st Century Functions of Universities

Universities throughout the world are known as the citadels of learning. Learning is carried out in order to acquire knowledge. It is the knowledge acquired that is used in different areas of human endeavours for existence on earth. Universities are established by their respective owners to perform some functions. The functions could be specific, common or both depending on the objectives. The primary objective of universities is to provide knowledge used in solving problems faced by humanity. Problems encountered by mankind are unlimited and no one university can provide all the knowledge required to solve the numerous problems of life.

Problems that entangle human beings have never been static they change in form, type, time and place. The more the problems change or come the more the need to look for 'ways and means' of solving them. These 'ways and means' are fundamentally found in knowledge which universities to greater extent are expected to provide. The problems of Nigerian society that should be referred to the universities to proffer solutions include:

- a. Non-durable, and high cost of building materials
- b. Poverty alleviation
- c. Scarcity of food in the economy
- d. Malaria, AID/HIV infections
- e. Examination Malpractice
- f. Cultism
- g. Non-recognition of scholarship and excellence in the Society
- h. Rigging of elections
- i. Erosion and flood menace
- j. Tribalism
- k. Child abuse and trafficking
- l. Prostitution
- m. Kidnapping and armed robbery
- n. Lack of love for the nation
- o. Non-teaching for affective domain
- p. Bribery and corruption.

Non-durable and high cost of building materials

Building materials are needed for the construction of different types of structures including houses. The structures could be for personal use or for commercial purposes. Whatever purpose buildings are meant, there is need that materials used in constructing them be durable and their costs affordable. Contrary is the case in Nigeria. The result is that majority of the populace are unable to build their dwelling houses and other structures of their desires.

Housing is one of the basic necessities of life. Unfortunately, very many people in Nigeria cannot afford this basic human need. It is common to see most Nigerians, particularly the low income earners and those with no identified or dependable source of livelihood make do with whatever comes their way. They are seen crowding in rooms, living under bridges and in most cases in uncompleted buildings dotted in some villages and most metropolitan cities. Those that see these means as absurd resort to living far away from their places of work with no consideration to attendant road mishaps and other unforeseen risks. The irony of it is that the rich acquire most of the houses available at the expense of the poor masses who pay fat sums of money in their desperate attempts to have a modest place of abode. In Nigeria, provision of and owning houses are based on the traditional system of purchasing land and constructing houses over some years, which could take an individual's life span as has been the case in most instances. Sometimes such buildings are abandoned unless there is determination to invest one's life savings in order to have them completed. The quality of housing determines one's quality of life. In order to ensure quality of housing through bringing down of materials costs government has been restricting importation of cement and other building materials, as well as promulgating laws to ensure the maintenance of standard and quality of such materials. Despite government's efforts in combating the problems of high cost and poor quality of building materials, they are still on the high side and no solution is readily in sight. It is here that universities as citadel of learning should conduct researches to discover new local materials and how they, in addition to the existing ones, could be used in providing enough houses to the citizenry at affordable costs.

Poverty Alleviation

Poverty alleviation is one of the teething tasks which universities in the present century have to perform in their capacity as the providers of knowledge. Information and knowledge are essential components of poverty alleviation strategies. Easy access to large amounts of information useful for the poor is embedded in information and communication technologies. ICTs are the technologies that are used in recording, storing, processing, retrieving, transferring and receiving of information. Such technologies include computers, the internet and the more traditional and usually more common ones like radio, television, telephones, public address system, and even newspapers, which also convey information. The potential values of these technologies as purveyors of development information are to a greater extent expected to pre-occupy the mind set of

universities in alleviating poverty through the avert of 'digital divide'. Digital divide is the description of the stark disparities between the few people with abundant access to ICTs and the vast numbers of people without any access at all, and the description of the efforts that are being applied to overcome it. (Rajora, 2001).

Information and communication technologies that are capable of alleviating poverty using universities as agents are but not limited to the following: radio, television, telephones, public address systems, and computers and the internet.

Radio

Radio is a ubiquitous communication technology and the delivery of useful information to the poor through it is common. Radios are widely used and the users are comparatively varied and large in number. It is therefore expected that universities should liaise with the various users of radios to alleviate poverty in the economy. Universities can enter into partnership with identified development agencies and government to provide local radio equipment and training to a number of rural areas. The aim of such an undertaking is to ensure communities' in-depth involvement in programme initiatives and content. The impact of universities intervention in poverty alleviation could be noticeably felt in the following areas:

1. Provision of Freeplay radios,
2. Digital broadcast initiatives;
3. Establishment of community radio project and
4. Application of clockwork radio mechanism.

Freeplay radios are communication devices which employ a clockwork mechanism as their power supply. They are widely patronized and are usually sold on a commercial basis. The users range from individuals to non-governmental organizations. Freeplay radios are used in mounting programmes of various types for community education on issues like disaster, health, elections, government policies etc. Digital broadcast initiative is an important element in broadcasting digital radio programming via satellite to low-cost receivers in rural and remote villages for the main purpose of creating awareness. Thus no village of rural setting could be left ignorant of what is happening outside its environment. The establishment of community radio project is a valuable developmental measure. Through it, communities can effectively appropriate ICTs for their own purposes. Programmes from community radio project mainly focus on development messages like awareness and prevention. All communities need such messages for their existence and growth. Clockwork radios are communication devices that do not need battery or mains electricity supplies for functionality. They are distributed to villages and remote domains to enhance their listening to development programming from which they can make informed decisions in various areas of human endeavours. Universities of the present century are expected to assist in the areas mentioned above due to the high level of technology involved, and the expertise needed from the ivory tower.

Television

Television can be used for poverty alleviation. It has considerable development potentials and can be used for community education. Universities can work with local television stations to broadcast various workshops that millions of people from far and near can watch. Depending on the type of programmes broadcast, lessons could be learnt and necessary changes made for the betterment of the society.

Telephone

Telephones, particularly the cellular mobile phones offer significant benefits to the poor. Benefits of phones generally are many. They can be used for exchanging prices of commodities and providing business and health-related information among others. Phones generate information flows that can result in better prices for inputs and outputs, easier job searches, reduced human, livestock and poultry mortality rates and better returns on exchange transactions. Phone owners earn additional income from phone services provided to others in the community. Also, villages generally derive additional non-economic benefits which include: improved law enforcement, reduced inequality, more rapid and effective communication during disasters or mishaps, and stronger kinship bonding. Emphasizing on the benefits of telephones, Bayes et al (1999) asserted that phones also have perceptible and positive effects on the empowerment and social status of phone-leasing women and their households.

Egglestone et al (2002) supported Bayes' by stating that village telephones facilitate job searches, access to emergency medical care and the ability to deal with natural disasters, lowered mortality rates for livestock and improved rates in foreign exchange transactions. Universities can initiate the production and usage of this type of phone in poverty alleviation programmes.

Public Address Systems

Public address systems are commonly applied to deliver public information, announcement and daily news. It could be connected to the internet to get more useful information for broadcasting. Public address systems are more ubiquitous than radio and are technically simpler and less expensive. Nonetheless, the two are equally important in the dissemination of development messages which exert a lot of influence on the life of the poor. Research on poor communities suggests that telephone and radio remain the most important and direct access ICT tools for changing the lives of the poor (Heeks, 1999).

Computers and the Internet

Availability of Computers and the Internet to poor communities is possible and feasible through community based telecentres. Community based telecentres provide shared access to computers and the Internet for use by poor communities. Telecentres have the characteristics of public access and development orientation. It is the characteristic of development orientation that brings the distinction between

telecentres and cyber cafes. While cyber cafes can also be useful in enhancing development through ICTs, development-oriented telecentres operate with the principle of providing access for the implementation of purposeful development agenda. Telecentres provide various community outreach services. The aim is to determine the types of information that can be used to foster development activities. Telecentres generate income through a wide range of ICT based services. Such services include telephone use, photocopying, printing, e-mail and word processing. These services or activities aid telecentres to attain financial self-sustainability which poor communities could directly or indirectly derive a range of benefits. Since the concept of using ICTs for poverty alleviation has lost creditability among development planners and decision makers, universities should incorporate the potential of information as a strategic development resource into their development planning processes as a routine element. Through such means, awareness could be created and the lost creditability redeemed.

Scarcity of Food in the Country

It is rather pathetic to be talking of vis-à-vis experiencing food scarcity in a blessed agricultural nation like Nigeria. The blunt truth is that scarcity of food in Nigeria presently is galloping beyond expectation and it is the thinking of the majority of people that universities can assist to reverse the trend. Scarcity of food in the country is caused by many factors among which are: Low yield; poor farming technique; poor means of transportation; poor communication network; poverty; illusion and Laziness; and migration. Universities globally are regarded the home of knowledge. They are expected to critically look into these and other identified problems and proffer solutions directly or indirectly.

Malaria, AIDS / HIV infections

The scourge of malaria and AIDS/HIV infections in Nigeria is assuming an unprecedented dimension. This happens as a result of the stiff resistance to medicines and insecticides by the causative agents in the case of malaria quagmire. With reference to AIDS/HIV infections there is no known cure and those infected are left with the only option of being managers of the 'monster'. Elimination of malaria and AIDS/HIV infections from a country like Nigeria, where the intensity of transmission is high and stable requires more potent tools and stronger health systems than are available presently. Undoubtedly, the prospects of malaria and AIDS/HIV eradication rest heavily on the results of research and development for new and improved measures. Although efforts to get these diseases and infections eradicated have been going on at both national and international levels, their elimination continuum generally is on the decline. WHO (2008) asserted: the health information systems of the several high-burden countries have shown a significant increase in the incidence of clinical malaria, malarial anaemia, hospital admissions by reasons of malaria and/or malaria mortality as these interventions were sealed up. It therefore behoves the universities to sharpen their research machineries, articulate

their findings and set pace purposefully in practical terms to arrest the health menace in the country.

Examination Malpractice

Although examination practices are not restricted to universities, it is not out of place to expect universities to be pace setters in their elimination. Universities and other stakeholders in education have been making concerted efforts over the years to eliminate examination practices or reduce the rate of their prevalence in the educational system but much has not been achieved. More is needed to be done and all eyes are on universities since they are regarded by all and sundry as domains of experts.

Examination malpractices are defined in different ways by various persons. According to Imogie (1993) examination malpractices are irregular behaviours exhibited by candidates or anybody charged with the conduct of examination in or outside the examination hall before, during or after such examinations. In the views of Shonekan (1996) examination malpractices are the irregularities which are premeditated and perpetuated by candidates or their agents with the intention of gaining undue advantages in the examinations. Conclusively, examination malpractices are the by-products of the ills pervading the society.

Examination malpractices are a direct reflection of the institutionalization of corruption, decline in social values and general decay in the moral fabric of the society. In view of the negative effects of examination malpractices on the educational system in particular and the society in general, it becomes necessary to carefully examine the probable causes of examination malpractices to which universities are looked upon for solutions. Among the pertinent causes are the following:

1. Over-crowding in schools,
2. Lack of qualified teachers,
3. Inadequate teaching and learning facilities
4. Parental contributions,
5. Immorality in the wider society
6. Frequent closure of schools; and
7. Non-provision of relevant co-curricular activities.

Universities should intensify their efforts in solving these problems. They can do this by providing periodic scientific evidence of their researches on the various problems. Inter-institutional transition, mass media presentation and other informative advertisement and programmes should also be vigorously pursued by universities.

Cultism

Among the anti-social behaviours prevalent in the society in the present century is cultism. It is a deviant act. Nzimiro (1999) looks at cultism as a non-conforming behaviour which usually contravenes the social rules of an institution in practice by a group of people. Membership, admission, initiation formalities as well

as mode of operations are done in secret and kept secret, with negative effects on both members and non-members. Cultism is a way of life, an attitude and an idea of a group of people that have extreme religious beliefs and practices which are not parts of any established religion. Many factors give use to cultism and having knowledge of some of the factors will certainly enhance universities efforts and determination in proffering solutions. Such factors include:

1. Peer group influence
2. Parental influence
3. Search for security, power and protection
4. Search for social identify, prestige, greatness and recognition
5. Injustice
6. Laziness
7. Indiscipline, and
8. Conscription and intimidation.

These causes are fundamental and interrelated and the universities are expected to strategize their informative system towards each of the factors for the purpose of creating awareness about the negative outcome or consequences of cultism to individuals and the society at large.

Non-recognition of Scholarship and Excellence in the Society

Non-recognition of scholarship and excellence is a devastating plague in our society. Its prevalence cripples industry, creativity, initiative, dexterity, and commitment to work. It paves way for laziness and disregard to dignity of work or labour. Among the causes of such a retrogressive phenomenon are:

1. Tribalism
2. Quest for materialism
3. Comparative status of the apostles of scholarship and excellence in the society
4. Ignorance; and
5. Poor inter-institutional transition.

Comparative analysis of these causes and thorough enlightenment on them are relatively imperative. Universities being a pool of excellence and a centre of scholarship are expected to feel challenged in curbing these vices.

Rigging of Elections

Rigging of elections has become the way of life to many people who venture into politics for one reason or another. It is an act cherished by "uncivilized" persons in the society. Election rigging is the process of disrupting electoral activities with a view to ensuring a rough conduct of the election. It is purely the process of manipulating election results to favour a particular candidate over others, thereby causing unrest and perpetuating undue advantage in the polity. There are various reasons for rigging of elections and universities are expected to proffer solutions to those identified to restore sanity in the system. Some of the reasons are:

1. Desire to perpetuate dominance

2. Lack of confidence
3. Desire for power
4. Greediness
5. Fear of failure
6. Ignorance; and
7. Poverty.

These reasons have far-reaching negative consequences that universities should combat through the use of their team members' expertise and 'search lights'. University graduates should be adequately indoctrinated to hate election manipulation, rigging and related social vices.

Erosion and Flood Menace

Erosion and flood are important types of land degradation. They are among the major environmental problems that Nigeria faces today. While erosion is the detachment and transportation of soil particles by running water, wind and waves, flood remains a body of water which rises to overflow land which is not normally submerged, (NEST, 1991). The major causes of erosion are rainfall and changes in temperature while others are as a result of human activities such as cultivation of wrong crop, quarrying, deforestation, ill-advised run-off channelization, over-grazing, road construction, urbanization and vibrations (Anijah-Obi, 2001). Causes of flood are two-folds: (1) natural factors, and (2) man-induced or artificial. Natural causes include tidal waves, ice jams in rivers and rainfall while man-induced causes cover the following elements: dam construction, urbanization, agricultural activities, deforestation and population growth (Anijah-Obi, 2001). Erosion and flood menace is enormous. It calls for preventive measures, both structural and non-structural and the society looks up to the universities for the provision of these preventive measures.

Tribalism

Tribalism is a strong and devastating cankerworm that some people apply in the act of governance without being conscious of the resultant, negative consequences like unfaithfulness, lack of trust and peaceful co-existence etc. It is characteristic of retrogression as against progression which is experienced in any vibrant economy. Tribalism could be looked at from various angles but Akpan (2008) operationally defined it as 'the possession of a strong cultural and ethnic identity that separates oneself as a member of one group from the members of another group'. It implies strong loyalty to one's own tribe, party, group or race. There are causes of tribalism among which are the following as the most fundamental:

1. Injustice
2. Oppression
3. Political and Cultural affiliation
4. Poor leadership
5. Racial discrimination

6. Hatred
7. Jealously and
8. Diversed beliefs and customs.

These causes among others could be critically looked at by universities and solutions given in line with the high esteem at which the society holds the ivory towers.

Child abuse and trafficking

Child abuse and child trafficking are social and economic monsters which have assumed an unprecedented dimension in the present day society. Child abuse is broadly defined as numerous criminal offences committed in the society against children. The abuse usually affects the physical and/or psychological integrity of the child. Child trafficking on the other hand refers to a pattern of power and control often employed to extract labour or services for financial or material gain. Child abuse and trafficking manifest in various ways and manners such as prostitution, illegal adoption, ritual killings, kidnapping, trade in children, organs and tissues, parental abduction and forced labour. They are caused by many factors. Some of such factors are:

1. Poverty
2. Poor parental care
3. Unemployment
4. Low educational level
5. Maltreatment
6. Ignorance
7. Extended family system; and
8. Peer influence.

Through research and their findings, universities can provide a working recipe which the society can use in solving the attendant problems of child abuse and trafficking.

Prostitution

Prostitution is the act of having sexual relationship in exchange for personal gains which could be in cash or kind. It could simply be looked at as engagement in sexual activity with one another in exchange for compensation such as money or other valuable goods. It is among the societal vices that are culturally abhorred in Nigerian society. Despite the high level of cultural abhorrence, the monster desperately keeps on raising its ugly head as a result of the following reasons:

1. Poverty
2. Peer influence
3. Parental neglect
4. Unemployment
5. Quest for materialism
6. Laziness, and
7. Decay in cultural values

Universities the world over are citadels of knowledge. Through properly designed and articulated academic programmes, prostitution could be reduced if not eradicated by providing solutions to the causes and grooming their graduates to be self-reliant with marketable skills.

Kidnapping

Kidnapping is the unlawful act of capturing and taking away a person against his or her will, usually to hold the person in false imprisonment or confinement for a ransom without legal authority. It is commonly condemned and dehumanizing practice. Some of the perceived causes for this retrogressive and unpatriotic maneuver are:

1. Injustice and oppression
2. Unemployment
3. Poverty
4. Hatred
5. Jealousy
6. Quest for quick money
7. Idleness
8. Bad companionship
9. New technologies
10. Abuse of power and authority
11. Poor governance
12. Poor family upbringing; and
13. Ignorance

Any university that is worth its name and lives up to expectation has facilities, departments and directorates that have programmes which directly or indirectly touch the stated causes. From such programmes, along with entrepreneurial skill orientation, public enlightenment could be enhanced to eventually curb the menace.

Lack of Love for the Nation

Unpatriotic acts exhibited by people in a country are the direct result of lack of love for that nation. He who loves his country is proud of it and is prepared at all times to work for its growth and progress. Where the contrary is the case, the following among other causes are the justification:

1. Insecurity
2. Unemployment
3. High cost of living
4. Injustice
5. Corruption, and
6. Indiscipline at high places.

Through occasional seminars, mass media presentation and other informative advertisement techniques, and inter-institutional transition, universities could address the stated societal ills frontally and thus instill in the citizenry the love for the nation.

Non-teaching for Affective Domain

There are three domains of educational objectives namely: cognitive, psychomotor and affective domains. While cognitive and psychomotor domains are concerned with knowledge and acquisition of skills respectively, affective domain specifically focuses on emotions and values. Among the three domains, it is the affective domain that is mostly neglected. Little time or energy is focused on the receiving, responding, valuing, organizing and value characterizing aspects of the affective domain (Santrock, 2003). More emphasis is on the acquisition of academic skills which cannot be of any useful purpose unless they are integrated. Learners need to be able to communicate, value, organize and characterize to effectively utilize and make sense of what they have learnt. It is difficult to achieve even the highest levels in the cognitive domain if teaching and developing those complementary skills in the affective domain are ignored. To effectively utilize and integrate the skills mastered, learners must be able to think critically. Although cognitive development is related to critical thinking, those higher levels could only be reached if the affective domain is concurrently addressed. For an example, emotion and feelings are critical to how learners feel. The emotions and feelings are a great part of the interactions and relationships that form within learning environment. Relationships in the classroom directly effect the learning environment (Russell, 2004). Learning is essential for learners to master skills but if the affective domain is ignored, the cognitive areas are greatly affected. If one feels threatened, sad, stressed etc., the learning process can break down (Williams, 2003). The affective domain is characterized by complexity. It has to be nourished for optimum functionality of the cognitive domain. The three domains of cognitive, psychomotor and affective are tightly integrated aspects of human learning (Adkins, 2004). Lack of demonstrating the integration properly by educational institutions is the bane to most nation's development and growth. Universities being premier institutions are expected to take the lead in reversing the trend (Akpan & Ukpong, 2010).

Bribery and Corruption

Bribery and corruption are sometimes used inter-changeably as a matter of semantics. Nonetheless, bribery connotes the practice of offering, giving, receiving or soliciting any item of value to influence the actions of an official or other persons to gain illicit advantage. On the other hand, corruption refers to the abuse of entrusted power for private gains. It is a dishonest and an illegal behaviour exhibited mostly by people in authority. By its nature, it is difficult to detect corruption as it usually involves two or more people entering into a secret agreement for financial inducement to a public official to secure favour of some descriptions in return. Bribery and corruption are extremely serious offences which strike at the heart of public confidence in administrative and judicial affairs.

There are many causes of bribery and corruption. Among such causes are:

1. Quest for wealth
2. Poor conditions of service in the economy
3. Discontentment among the citizenry
4. Attitude of leaders
5. Ignorance
6. Unemployment
7. Poverty, and
8. Break-down in value system.

Most universities have courses and programmes that have influence on the stated causes of bribery and corruption. It is therefore the expectation of the public that Universities should improve upon their academic planning machinery and instructional delivery strategies of their facilities, departments and directorates to enable students and the public in general imbibe the concept and doctrine of corruption-free society.

Conclusion

Universities nowadays, are not only expected to perform the mandatory and conventional functions but are also expected to extend their functions to include the provision of solutions to some of those problems that confront the African society.

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