

9TH INAUGURAL LECTURE

**EDUCATIONAL ADMINISTRATION AND THE QUALITY OF PRODUCTS
OF THE SCHOOL SYSTEM**

REV. PROFESSOR NORAH ONYERO OMOREGIE

BENSON IDAHOSA UNIVERSITY



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DEDICATION

This inaugural lecture is dedicated:

To my late father (Matthias Ekugum, Okoh) a Pastor and a teacher who made up his mind to train his daughters inspite of the heavy criticisms of his relations. According to him, **a hunter that had no sufficient male dogs hunts with female dogs also.** He had us 2 boys and 6 girls.

To my late mother (Rubby Okoh), who kept singing the song of teaching profession as the best profession even when we saw her as just making noise. She said: **"It is only a teacher that eats and remembers to train the children."**

To my late husband (Rev. Francis Osas Omoregie, who went to Post graduate school UNIBEN to collect Ph.D Admission Form, and filled it, even when I refused to further my education after my Masters. I only appended my signature after much pleading and petting. According to him, **"This your brain is not just for Masters."**

To my only 2 surviving siblings Bar. Professor (Mrs.) Bridget Innegbeboh of the University of Samuel Adegboyegah and Evangelist (Mrs.) Stella Osagha, Deputy Director Word of Faith group of Schools Ekenwan, Benin City, for their encouragement.

To my lovely children and their spouses:

- (i) Rev. Dr. Emmanuel & Deaconess Pat Omoregie
- (ii) Rev. Joshua and Sandra Omoregie
- (iii) Prophetess Deborah and Pastor Daminola Oluyemi
- (iv) Rev. Engr. Daniel & Blessing Omoregie
- (v) Rev. Engr. Queen Esther & Pastor Osas Bello
- (vi) Mr. Ezra Omoregie

And finally to my lovely Grand children:

MitchellIvie Emma - Omoregie

MeredetEloghosa Emma - Omoregie

Matthew Ezekiel Emma - Omoregie

Mehitabel Norah Emma - Omoregie

Tehilah Deborah Joshua - Omoregie

Yadah Daniel Joshua- Omoregie

Todah Norah Joshua- Omoregie

Francis DaminolaOluyemi

The thought of you children and Jesus in me keep my life aflame every day.

ACKNOWLEDGEMENT

First and foremost, I want to acknowledge God for His great grace upon my life. He has made my life a wonder to many. He endowed me spiritually, academically, socially, and with beautiful children. That is why the meaning of my middle name ONYERO, means much "who thought of all these"? or "Who expected" Jehovah, I have made up my mind to follow You and magnify your name with all you endowed me with. I love you JESUS and will teach all I come across to follow You.

I want to acknowledge those my lecturers in Faculty of Education, University of Benin who told me I was in the right place and made Education sweet to me. My First Dean, Professor N.A. Nwagwu. Others were Professor E. Arubaye, Late Professor E. Ehiamentalor, and my thesis Supervisors, Late Professor J. Eghenta and Vulnerable Professor Nwadiani. I determined in my heart that when I grow up I will be like all of you and that is who I am today. I am supervising the way you supervised me, giving my students dead-lines to do their submissions and with this method, my undergraduate and post graduate supervisions are done with ease. I am humorous and kind to my students because I learnt it from you my lecturers. I want to acknowledge Professor Eghosa Osagie, the first Vice-Chancellor I met in Benson Idahosa University, who saw gifts in me and made me a trail-blezzer to many units, from where I got the inspiration and impetus for my researches: I was the first Academic Director of the University which I held for 7 years, the first GST Co-ordinator which I held for 6 years, the first Internal Quality assurance Co-ordinator, a position I also held for 6 years.

I want to acknowledge Professor Earnest Izevbigie, who allowed my papers to be sent out and I became the third female Professor in the University under his reign.

What shall I say about my Spiritual mentor, my own Mummy, Her Lordship Rt. Rev. Margaret Benson Idahosa, the ArchBishop of Church of God Mission International Inco-operated who exposed me spiritually through Christian Women Fellowship International as National Programme Director for 4 years, National Vice

President for 4 years and a Board member, Spiritual and Academics for another 4 years. These positions made me travel to all nook and cranny of Nigeria with the Gospel of Christ teaching the Women folk that God is not angry with women but needed them in His kingdom. Today, I am a National Presbyterian in the Mission. Mama, God will reward you for what you made my life to be. Up CWFI! Up CGMi!!

I must appreciate my amiable President FEB Idahosa and the first Lady of the University, Rev. Laurie Idahosa for granting me a niche in BIU to display what God deposited in me.

I want to appreciate my current VC, Professor Sam Guobadia for making today's occasion a reality. I will not fail to acknowledge my Deans past and present, Professor Innocent Umejerson my past Dean and Professor Mark Ighile my present Dean, and my colleagues in the Faculty of Arts and Education including the noble students of the Faculty God Bless and reward you all for standing by me. Amen.

PROLOGUE

WHY I AM A TEACHER

In 1972, while I was preparing for entrance examination into the university, (there was no JAMB then) I had two days divine encounter with the Lord. It was exactly 19th and 20th September that year. I would always read till 11.p.m and start my midnight prayers. On the first day, I was shown a picture of the rapture and many of the people who were members of the church were not raptured. I recognized many of them who were in my church where my father was the pastor. When the whole vision was over, I looked at the wall clock and it was exactly 1.30a.m.

The following morning, there was a loud voice saying I should not take lightly, what happened to me last night. I knelt down and asked God to make the vision clear to me. In the evening that day again, i read till 11.pm and started praying. I finished and was trying to lie down when suddenly i heard voices singing a song:

**“Jesus conquered the world
and gave us victory,
victory, victory, Halleluiah!”.**

It was like the voice of many waters as the Bible would say, coming as if it were a hole from the wall near my head side. I checked and found I was not in a

dream. Then, I was forced to ask a question “**Is that the voice of God or the devil?**”. A very stern voice replied by asking me a question. “**Can Satan tell you that God conquered him and gave you victory?**”. Then i was forced to be calm and covered myself with the blanket.

The voice said He had come again as i requested. He revealed answers to issues bothering me that i have discussed with God in prayers before then and added that He was going to use me to teach end time mysteries if i did not fail Him as many daughters in the past had failed Him. He ended by telling me **maranathan** and again it was 1.30a.m. That is why I am a teacher both in the church and in the school. I am so glad I am fulfilling a divine call from God as a teacher. My father had wanted me to read medicine by all means since biology was my best subject but with ease, he succumbed to my reading education biology. I teach because God destined

**EDUCATIONAL ADMINISTRATION AND THE QUALITY OF THE
PRODUCTS OF THE SCHOOL SYSTEM**

The Chancellor

The President

The Vice Chancellor

Principal Officers Present

Deans of Faculties and Directors

Heads of departments

Professors and colleagues

Honourable students of BIU

My Lords, Spiritual and Temporal

CWFI (Christian Women Fellowship International)

Eminent Guests

Gentlemen of the Press

Distinguished Ladies and Gentlemen

I join the Vice Chancellor to welcome you all to
this great occasion.

Introduction

Mr. Vice-Chancellor Sir, I consider it a great privilege to be given the opportunity to deliver this inaugural lecture. I am indeed very grateful. This is the 9th inaugural lecture in the series but it is outstanding because it's the second from the female folks and first from Education. I want to recognize and appreciate my predecessors who went before me and said "It is do-able". Their names and topics of their lectures are listed in this work after the references.

My Vice-Chancellor Sir, I choose this topic because education and her products are the only answers to Nigerian National Development. If Nigeria is going to be stable socially, economically and politically, education and its administration must be scrutinized and be adjusted to deliver quality products who will bring the desired national development. It is only then Nigeria will provide a qualitative life for her citizens and the people will then love to stay here and contribute their potentials to further the development of the nation (Omorie, 2017) Mass exodus to other nations for the past twenty years has been on the increase inspite of all the government is **doing to stop it, to repatriate them and to get them established**. Many have died in the sea and the deserts. Nigeria has been struggling to gain stability inspite of increase in graduate turn out in all fields of study. This inaugural lecture says the solution is in the Educational Administration of the Nation and the Quality of her products.

Concept of Education in Nigeria

Education in every nation is the key agenda to national development. Its major role is in the preparation of the work force needed in every segment for the development of the nation. This is because it is the educational system that is needed for the production of quantitative and qualitative human resources required for the economic growth of the nation. Due to the importance of Education, the Federal government of Nigeria indicated that education is to be used as an instrument “per excellence” for effecting national development (FRN 2004). According to Hussein (2004), Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is molded by its administration to influence the quality of the products.

The Educational system in Nigeria is organized hitherto under the primary, the secondary and the tertiary with laudable aims. According to the Federal Republic of Nigeria (FRN 2004). The aims of education in Nigeria are:

Primary Education

- (i) To inculcate permanent literacy and numeracy, and ability to communicate effectively
- (ii) Lay a sound basis for scientific and reflective thinking;
- (iii) Give citizenship education as a basis for effective participation in and contribution to the life of the society.
- (iv) Mould the character and develop sound attitude and morals in the child;
- (v) Develop in the child the ability to adapt to the child’s changing environment
- (vi) Give the child opportunities for developing manipulative-skills
- (vii) Provide the child with basic tools for further educational advancement.

Secondary Education:

- i. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
- ii. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- iii. Provide trained manpower in the applied science, technology and commerce at sub-professional grades.
- iv. Develop and promote Nigerian languages, art and culture.
- v. Inspire students with a desire for self-improvement and achievement of excellence.
- vi. Foster national Unity
- vii. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour.
- viii. Provide technical knowledge and vocational skills necessary for agricultural industrial, commercial and economic development.

Tertiary Education:

- i) Contribute to national development through high level relevant manpower training;
- ii) Develop and inculcate proper values for the survival of the individual and society.
- iii) Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- iv) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- v) Promote and encourage scholarship and community service.
- vi) Forge and cement national unity and
- vii) Promote national and international understanding and interaction.

This inaugural lecture is focused on researches done in secondary and tertiary levels of education and their findings.

Secondary School Education in Nigeria

Right from the onset of my studies, the desire to have quality products of the school system has been my pursuit. My first work ever published was the cry against an administrative issue in the school system which was the lateness of teachers and students in Oredo Local Government in (Omorie, 1992). My aim was to bring to the attention of the public, school Administrators and the Government the escalating problem of lateness which was then a major administrative problem that would affect the products of the schools in Oredo. Several recommendations that could help minimize or eradicate the situation were made. The lateness of a single teacher to school and to the class room would definitely bring hardship and frustration to nothing less than 50 students in the examination hall, and would end up as drop outs and drug-addicts. What happens when ten teachers are continually late and in ten schools in a local government area? Some recommendations included making the teachers aware of rules of the school system, residential address of teachers to be considered by the teachers when posted to a school and proximity to be the yard-stick for placing pupils into Junior secondary schools in the first year (JSS 1).

Another step was to look at effects of professionalism, sex, age, years of experience and school location on secondary school teachers attrition rate in Edo and Delta states since attrition of teachers is a sledge hammer on the quality of school products (Omorie, 2004). Till this very day, the teacher is the most indispensable factor of production in the nation's economy. According to Combs (1968), next to the students, the teachers are the largest

most extensive and crucial input of an education system. In 1974, statistics of education in Nigeria showed that there were 606,752 students as against 21,711 teachers (Federal Ministry of Education).

Studies carried out by Aghenta (1977), Imogie (1977), Adesina (1980) respectively showed that there was high rate of attrition of teachers. From the investigation of Ajayi (1982), Ogun State, Edo and Delta states were hard hit with attrition problem, hence the necessity of my research. Mass industrial action of 1991 supported the fact that it was not well with teaching profession in the nation. Attrition of teachers is premature withdrawal of teachers from the service. Non professional teachers were found withdrawing faster than professional teachers, younger teachers below the age of 40 were leaving faster, experienced teachers were more stable and teachers in rural areas were deserting to urban areas and in search of greener pastures.

The research therefore called on the government for better condition of service for teachers and the secondary school system to be a joint venture of the federal and state governments. The federal government to take over the personal emolument while states should take over the provision of facilities.

In 2006, I noticed irregular trends in secondary school students' enrolment for terminal examination in Edo State (Omoriegie 2006). This was a great implication for standards and quality. A situation where students were abandoning their schools to "Miracle Centres" to enroll for West African School Certificate Examination (WASCE), National Examination Council Senior School Certificate Examination (NECO) and even Junior School Certificate Examination (JSS III). This fault was majorly schools in rural areas acting as the miracle centres and few private secondary schools in the city. Some of these centres boldly wrote on posters or banners to advertise their nefarious acts which include "DO YOU WANT 9 DISTINCTIONS? PAY

THE FEES AND FORGET.” These same modern illiterates carry their nefarious examination malpractice to polytechnics and Universities Joint Admission Matriculation Board Examinations. Isemede (1987) stated that examination malpractice constituted one of the biggest problems facing the Joint Admission Matriculation Board. This has inturn affected the standard in the tertiary level of Education. Many drop out after the first year of admission while others carry over numerous courses and still, others continue to write for change of courses. The most disheartening is the rate of admission of the “Miracle Centre” candidates into the Nigerian colleges of Education or the National Teachers Institute (NTI) where the admission is based on the number of credits passed without rigorous entrance examination. These are trained to come out as teachers in the primary and secondary schools. Mr. Vice-Chancellor Sir, I wish you could see with me the **genesis of the defective and incompetent products of Nigeria Educational system.**

I did not keep silent at this. In the same 2006, I called for Re-packaging of Nigeria’s secondary school education system for a great and dynamic economy (Omoregie, 2006).

The secondary education which is the pivot of the entire education system was fast loosing relevance because of examination malpractice, cultism, immorality, drug addiction and other vices. Repackaging meant overhauling the curriculum, introduction of selection examination at the point of entry into secondary to harvest the materials ready to learn, thorough scrutinization of the teaching process which include class size, conducive environment, facilities, audio visual materials and instruction supervision of the secondary school teachers themselves. My bone of contention was that the secondary school system in Nigeria had been rendered ineffective because of **deformities** in the curriculum, the learners, the teaching process and the

teachers and therefore needed to be repackaged. Some recommendations included maximum of 50 students per class; a national system for testing achievements of secondary school students involving measurement of cognitive, affective and psychomotor domains to be introduced and constant seminars and workshops for secondary school teachers including making computer literacy compulsory for them.

The quest for quality drove me to examine inadequacies in teacher education in Nigeria and the way out (Omorie, 2006). Teacher education without mincing words is very paramount to National development since the quality of teachers determine the quality of human resources in all other human sectors of labour market. The deficiencies identified were low mode of entry, poor funding, limited subject specialization, haphazard conduct of teaching practice exercises and the current unorganized Distant Learning and Long-Vacation Programmes widely spread in most education faculties and institutions in the nation. Recommendations included immediate eradication of long vacation trainings, professionalization of teaching, proper funding, introduction of modern technologies and stepping up entry qualification of intending students and making minimum teaching qualification to be first degree.

The immediate follow up was the globally competent teacher in secondary level of education. (Omorie, 2007). Robison (2000) sees globalization as a highly dynamic process of growing interdependence among nation states with implication that issues are becoming global rather than national and they demand global rather than national attention. The globally competent teacher is effective to impart knowledge in the level of education he is trained to teach both in his nation and marketable in any other nation of the world. The factors examined were the preparation of such a teacher, his

personality, verbal ability, his knowledge of information and communication technology, knowledge of teaching process and duties of an effective teacher. My contention was that it is possible to produce teachers who could be globally competent especially in secondary schools. I believe strongly that if this is achieved, not only that Nigerian economy would benefit but education graduates could easily get across to nearby countries and get fixed up in teaching profession they were trained for.

In 2008, I went back to check on the quality of the products of secondary school system. To my greatest amazement, examination malpractice was present and in full blown. I carried out this study in Edo State using Ikpoba-Okha Local Government area as a case study (Omorie, 2008). Factors influencing examination malpractices included love of money by invigilators who supposed to be the eye of the government, ill preparation of students, inadequate facilities, lack of science laboratories, lack of equipped libraries and insufficient teachings. Recommendations included implementation of examination malpractice Act 33 of 1999, urgent implementation of teachers salary scale in all states of the federation so that teachers could settle down and teach and the examination bodies to carry out appropriate supervision of their examinations. The government was also called upon to make religious studies compulsory in primary and secondary schools so that the students would learn the moral implication of this evil act.

That same 2008, I recommended the introduction of Nigerian Indigenous Games as Instrument of Child Education and Cultural development (Omorie, 2008). Funny as it may look, a number of the indigenous games that were neglected in the school curriculum because they were seen as the games of the unlearned, possessed physical, mental, moral, emotional and social benefits. I contended that these games were strong and

reliable instruments for moral and cultural development. Nigerians believed in a strong man with **valor** and **value**. They believed in high moral-standard, social responsibility, job orientation, political participation and spiritual values. Subjects like practical farming, fishing, weaving, cooking, carving, knitting, study of local history, legends, poetry, riddles, proverbs and story-relays were recommended. Fafunwa (1975) had suggested games like wrestling, dancing, drumming, acrobatic display and racing. Ajala (1988) had reported the most grievous danger done to our educational system was the replacement of these games by television watching that made the children inculcate foreign norms and values.

The most current challenge ravaging the secondary school system and incapacitating its products was the invasion of HIV/AIDS. In 2012, I carried out a study on HIV/AIDS awareness among secondary school students in Nigeria – A case study of Benin City, Edo State. (Omoriegbe, 2012). I was prompted because of the rate at which teenagers were dying due to HIV/AIDS contamination. Both public and private secondary schools were involved in the study. There was 87% level of awareness but the knowledge of symptoms and mode of transmission of the deadly disease was low. This, most probably, was the reason why many of them were still actively indulging in sexual activities and contaminating and dying of HIV/AIDS. Recommendation included the development of curriculum for HIV/AIDS Education and Sexually Transmitted Diseases by Nigerian Educational Research Council for Secondary Schools in the nation.

Universities in Nigeria and National Development

The teaching and research functions of universities have tremendous role to play in national development in provision of high level manpower and national consciousness. In 2004, I decided to examine the responsibilities of the universities teachers, the governments and proprietors towards making the universities instruments for national development (Omoriegbe 2004).

My first observation was that universities teachers in Nigeria were not effective and productive in teaching because they were not trained in the art of teaching. **The knowledge of contents** should be blended with **the knowledge of proper delivery**. Many of the universities teachers were teaching without engaging the students in various activities and so they were turning out products that could not perform. Again many of them had no facilities to perform due to poor funding. According to Efemena (2002), the non-payment of tuition fees in federal tertiary institutions makes the whole financial arrangement uneconomical and difficult. In all Nigerian universities today, there are no adequate infrastructure, Laboratories are dilapidated without equipment and chemicals. Also there are no funds to carry out researches. Omoike and Aigbe (2001), had recommended that the Federal Government go beyond the present level of budgetary allocation and surpass the 20% recommended by the United Nations. Rich libraries which are great boosters to teaching and learning in the universities are lacking. Okeye (2003) lamented when he said **“the purchase of very essential but costly journals and books are easily shelved.”**

In 2005, I decided to shift the study to private universities if they were positioned to produce the high level manpower needed for national development in a research I titled “Paradigm For Best Practices in Nigerian Private Universities” (Omoriegbe 2005). Though the private Universities were commended for conscientious regulation of students’ growth, stable academic

calendar, and cult free campuses, they too were grasping with slow infrastructural development because the federal government did not include the private universities in the sharing of Education Tax Fund. The Private Universities were also commended for not going off their academic briefs (Damiyan, 2004). In that 2005, there was the excitement to identify the challenges to University Education in Nigeria as both public and private universities were seemingly ineffective and unproductive; and to see if autonomy and globalization could offer solutions to the challenges. Already, from the summary findings of national survey on labour market expectations of Nigerian graduates, it was stated that university education in Nigeria was not adequately preparing graduates for work due to number of deficiencies the graduates were exhibiting in the workplace both public and private universities, Herbert, et al (2004). To face the challenges in Nigeria Universities, I carried out a study titled “Autonomy and Globalization: Panacea for challenges to University Education in Nigeria (Omorie, 2005). Before the work, earlier researchers have bemoaned the last hope of the nation to use university education as instrument of national development. According to the researchers the hope had turned to a mirage due to phethera of challenges; Nwadiani, 1999; Utulu (2001), Noad (2001) NUCVIHEP (2001), NUCHIHEP (2001, 2004), Ehiamezor (2003), Akpotu (2004).

The challenges I identified in the research included crises of internal governance and control, inadequate funding, poor staffing, lack of facilities and equipment, poor hostel accommodation, industrial unrest, cultism and sexual harassment to female students, “blocking”, lack of current journals and textbooks and protracted staff strikes. Universities are so poorly funded that lecturers are unproductive in their areas of specialization: lecture halls, classrooms, laboratories, staff quarters, generating plants, office equipment were all grossly inadequate. Also teachers/student ratio then was very heavy

high. The challenges were too numerous to discuss accordingly. In that study, I felt that University Autonomy which is a shift in the focus of control and decision making from the government and its agencies to the University campus, notably the Governing council, senate and management could provide the needed panacea. That would include granting the Academic, Administrative and Financial freedom to all Universities under the general policy guidelines of the government. Powers would be vested on the senate to determine the content and details of curricula and to decide on options for academic expansion or contraction. In Administrative autonomy, the Governing Council could appoint and remove the Vice-Chancellor and also determine the remuneration package and that of all categories of staff. In financial autonomy, the ruling government would still provide the needed fund while the management of the university would determine how to spend it in the area of need and also source for internal fund. Globalization would result in the emerging of worldwide interdependence of individuals and countries which are characterized by various economic, political, cultural and social realities. Globalization would mean that the challenges of Nigeria universities will no longer be handled by Nigerian alone. Linkages with universities abroad would make current textbooks, journal, laboratory equipment, computers, exchange of lecturers available with ease. Globalization would make Nigeria students who travel abroad and seek to continue their studies in Universities would not need to go through remedial courses. Without mincing words, Autonomy and Globalization are the cure to these numerous challenges facing Nigeria University Education as an ugly monster.

As a follow up, in 2006, I carried out a study on University Education in Nigeria and Economic Reliance since economy of every nation depends on University education for its sustainability especially in development of high level manpower, new discoveries through researches and dissemination of

existing information, inculcation of proper value-orientation for the survival of the individual and society and rendering of services in the community. The aim was to analyze how Nigerian economy depended on these three major functions of the university – teaching, researches and community development (Omoregie, 2006).

The following were the findings:

- **Human Resource development and Teaching in Nigerian Universities**

It was discovered that Nigeria like all other developing nations was lacking in sufficient high level manpower such as Doctors, Engineers, Professional Teachers and the like. To sustain the economy, Nigeria hired high professionals trained abroad who studied professional programmes that are **irrelevant** and **unrelated** to local Nigerian conditions and needs. No Nigerian professionals to provide the needed course contents and there was the consistent inadequate funding for maintenance and provision of new facilities.

- **National Economy and University Researches**

In the first Nigerian Universities Research and Development Fair, some of the researches identified as worthy of mentioning were immune-booster for HIV/AIDS, FAMLAN and Antisnake Venom; Automated Garri sifting and frying and direct conversion of pure water sachet to candles and lubrication greases. The National Universities had since set up a panel to commercialize these projects (Okebukola, 2004). Without doubt, this should boost the nation's economy but the problem remained the same – inadequate funding from the federal government who are the major educational administrators of the universities.

- **Economy and University Community Services**

I discovered that rendering of services to the community by the various departments of the universities have contributed to the advancement of the nation's economy. This was done through extension of services. Faculties of

Education organized extra-mural classes for adults who did not have opportunity to acquire degrees through regular university education. These persons had remained poor income earners for years without skills and knowledge. Through universities extra mural services, communities have advanced in knowledge, skills and attitudes that have led to productivity, better employment and higher wages. Agricultural extension services of the universities have increased production of food, meat and agricultural raw materials like fertilizers, which are sold at reduced cost to members of the community. Some university farms are large enough to create job opportunities for members of the community, thereby reducing unemployment. Rural health services are rendered to the members of the community by the medical divisions, thereby improving health of the people. Vaccines are given to children to eradicate polio, cholera and other deadly killers of infants. I also discovered that Nigerian Universities have been effective instruments for cementing the national unity through the effective participation of their graduates in the national Youth Service Corps. These graduates are major forces for labour in many rural areas. The Sociology departments organized seminars and workshops for youths and women to inculcate proper value-orientation for the survival of the individual and society instead of indulging in hooliganism, immorality and all negative habits that destroy interest in acquisition of adequate education. Anyanwale (2004), discovered that both males and females displayed differences in behaviour pattern when exposed and when not exposed to citizenship education by Sociology department. Indeed universities education has been the engine for economic development in these areas even if the services look meager. If the contribution of the universities without adequate funding could be recognized to this level, imagine the contributions if the Universities are properly positioned by adequate funding.

An important inadequacy discovered in my study of University education as a tool for national development was lack of contribution of the female folks as the number of females studying in sciences, mathematics and technology in the universities was very low compared to their male counterparts. National development in the world is increasingly shaped by science, mathematics and technology (SMT) and the women are not found. In 2008, I carried out a study I titled “Enhancing Globally the Enrolment of Women into Science Based Courses in the universities” (Omoriegbe 2008). The study examined women in sciences in Nigerian universities, other African countries and women in science overseas. What prompted the study was the publication of Okebukola (2002) and my study in Benson Idahosa University (Omoriegbe 2004), shown as tables I and II respectively.

Table I: Students’ Enrolment in Science in Nigeria Universities by Sex (2001-2002).

S/N	University	Male	Female	Total
1	University of Nigeria Nsukka	7,769	3,493	11,262
2	Ahmadu Bello University	10,853	3,124	13,977
3	University of Benin	8,940	4,115	13,055
4	University of Jos, Jos	4,918	2,186	7,104
5	University of Port-Harcourt	7,237	2,608	9,845
6	Federal university of Technology, Akure	6,742	1,249	7,991
7	Bowen University, Iwo	345	110	455
Total		46,804	16,885	63,689

Source: The state of Universities in Nigeria (Okebukola, 2002)

Table II: 100 Level Science Student Enrolment (2003/2004)

Unit	Males	Female	Total
Biochemistry	12	10	22
Microbiology	10	16	26
Physic	1	-	1
Computer science	48	13	61
Computer engineering	79	15	94
Industrial math	3	-	3
Total	163	54	217

Source: Enhancing the enrolment of women into science based courses in Benson Idahosa University (Omorieg 2004).

The two tables showed that the males studying science are more than women in Nigerian Universities. Factors militating against the women were beliefs of the community, the home the individual and the school itself. Traditionally, females are to care for the home while the males are to face outside jobs. **Early marriage and pregnancy had worked against the Nigerian girl-child studying science.**

Girls' poor participation and performance in the sciences in other Africa countries were similar to that of Nigeria. These are shown in Tables III and IV.

Table III: Students' Participation in Science Student at the Senior Secondary School Certificate Examination in 1994 In Ghana.

Subject	Boys	%	Girls	%
Biology	291,175	55.8%	230,348	44.2%
Chemistry	106,549	64.2%	59,368	35.8%
Physics	101,328	65.0%	54,651	35.0%

Source: Female Education in Mathematics and Science in Africa (FEMAS) Dissemination Report No. 13 (Quaisie, 1994).

Table IV: Students' Participation in Mathematics and Science at the Uganda Certificate at Education (UCE) in 1995.

Subject	Boys	%	Girls	%
Physics	16,474	70,5%	6,907	29.58
Mathematics	31,985	60.8%	22,570	39.2%
Biology	31,288	59.7%	21.154	40.3%
Chemistry	16,177	63.2%	9,427	36.8%
Add mathematics	125,328	92.3%	10	7.4%
Agriculture	17,810	65.6%	,359	34.4%
	492	92.3%	41	7.7%

Source: FEMSA Dissemination Report No. 13 (Mulemwa, 1995).

Reasons for the observed phenomenon include the belief among parents, teachers and even the students themselves that science, mathematics and technology subjects are for boys and that SMT based careers are exclusively for men.

What about women in sciences overseas? I also discovered dearth of women in sciences overseas. Reasons given for few women in sciences overseas include:

- For women in the sciences, the pace of progress at Top Universities is slow (Rimer, 2005).
- The belief that science jobs are incompatible with having children
- Gender bias by the universities in negotiating salaries, laboratory spaces and money for researches – the males are greatly favoured.
- Not taking into consideration simple differences in men and women in preparing the curriculum.
- Science and mathematics programmes too strong for the women.

- Women have no towering intellects required to make it as top scientist and mathematicians (Greenspun, 2006).

Source: National Youth Service Corps: Abuja & Cited in National bureau statistics annual abstract of state 2006.

Coupled with this unfortunate phenomenon of lack of women in SMT, is the persistent gender inequality in Nigerian Education. In 2009, in connection with Ihensekhien Orobosa Abraham, I examined gender inequality at all levels of education (Omorie and Ihensekhien, 2009). It was discovered that inspite of the introduction of the universal primary education (UPE) in 1976 and the current universal basic education (UBE) since 2000, the situation has not changed. The girl-child is lacking behind. Two tables are shown here to justify this contention. This is 20 years after introduction of free primary education to give the female child a chance.

Table V: Nation Youth Service Corps Deployment of Members by Sex (1996-2005)

Year	Total	Male	%	Female	%	Remark
1996	48,222	30,426	63.09	17,796	36.90	More males
1997	72,235	46,074	63.78	26,161	36.21	More males
1998	89,660	55,881	62.32	33,779	37.69	“
1999	131,458	72,752	55.34	58,706	44.65	“
2000	146,358	85,170	58.19	61,18%	41.80	“
2001	N/A	N/A	N/A	N/A	N/A	N/A
2002	143,383	81,325	56.71	62,058	43.28	More males
2003	96,178	53,037	55.14	43,141	44.85	“
2004	112,286	59,845	50.12	53,441	46.70	“
2005	113,326	56,805	50.12	56,521	44.09	“
Total	954,106	41,315	56,26	412,791	39.56	More males

The VI: Graduate Turn –Out Of Doctorate In The Nation

Year	Total	Male	%	Female	%	Remark
2001	690	543	78.70	147	2.30	More males
2002	721	578	80.17	143	19.83	“
2003	725	553	73.54	217	1.47	“
2004	794	577	72.67	217	27.32	“
2005	428	336	78.50	92	21.50	“
TOTAL	3,385	2,587	6,401	798	23.57	“

Source : National Universities Commission

Educational Administration, Its Pillars and Their Roles in quality of the products of the school system

Educational Administration is that aspect of the government that is concerned with educational policies, educational planning, directions, co-ordination and supervision of educational programmes. It also encompasses all that have to do with achievement of educational goals of the nation including school administration. While educational administration is dynamic and concerned with problems of wider nature, the school administration is concerned with the problem of a localized nature which is usually the institution (Omoregie 2007).

Educational Administration has three major pillars visa-avis the Governments, the school managers and the classroom managers.

- The governments include the ministries of education, their agencies that are involved with day to day administrations of the school system and their agencies that influence standards at the national level. Individuals and Organizations such as churches are allowed to run formal education in Nigeria. The governments provide policies, rules and regulations, facilities, personnel and funds for only government schools. However, all formal institutions are controlled by the rules and regulations enacted by the legislative arms of the government.
- The school Administrators are the managers of the personnel, facilities and funds so as to achieve the goals of education.
- The classroom managers are the teachers who interpret these goals to the pupils and students using the available facilities and funds to achieve the goals.

If the products of the school system must achieve the stipulated national goals for education, these three (3) pillars of educational administration must be wholly involved.

1) The Governments and Private Proprietors

Since 2008, I started focusing on the roles of the governments in preventing half baked products. In a work I titled “**Quality assurance in Nigerian University Education and Credentialing**” (Omorie, 2008) I discovered that University education in Nigeria which hitherto enjoyed tremendous global respectability and acceptability was fast losing its high esteem in the face of labour market and members of community because the currently certified Nigerian graduates lack acceptable level of competence in their areas of specialization. Reasons are given as follows:

i) Lack of Funds:

If not for the sledge hammer from the NUC, students population explosion had been the major challenge in Federal and State Universities. Also thank God for the coming in of Private Universities. The UNESCO had recommended budget allocation to educational sector to stand as 26%. In 2003, out of a national budget of 765.1 billion naira, only 13.9 billion was allocated to education and this was 1.83% (Post Express:2003)

ii) Lack of Facilities:

Lecture rooms are still over-crowded. Laboratories and learning materials are grossly inadequate.

iii) Federal Government /AASU

Instability of University education calendar due to the federal government not meeting the demands of Academic Staff of the Universities. Between 1995-2003, 28 months were lost in the academic calendar of the university (Ramon – Yusuf, 2005).

iv) The Government Agencies

These are the federal and state ministries of Education, national Universities Commission (NUC), Nigerian Education Research and development Council (NERDC), Joint Admission and matriculation Board (JAMB), Their work is commendable especially the NUC. The National Universities Commission is the external statutory agency mandated to maintain academic standards in Nigerian universities by decree No, 16 of 1985 and Amendment decree No. 49 of 1985. The Commission works around the clock to ensure that quality is maintained in Nigerian Universities (Omorieg, 2008). However, there must be promotion of internal quality assurance culture which was the heartbeat of this paper.

I examined the effectiveness of JAMB to the production of these desired quality graduates. My first work on the effectiveness of JAMB was the relationship between students JAMB Scores and their Grade Point Average (GPA) after their first year final semester examination. This was a case study of Benson Idahosa University (Omorieg, 2005). The final analysis revealed that there was no significant relationship between students JAMB Scores and their GPA scores in the four programmes studied. I was one of those that contended that JAMB Scores were no longer reliable due to examination malpractices and so Post-JAMB examination was recommended. This was very relevant as it helped to admit the right students and it also helped to

check secret-cults activities in the universities. Candidates who were not ready to study were kept off. The inefficiency of JAMB was due to examination malpractices that seemed to defy every measure designed to wipe it out. Ojo (2003) had stressed that Universities be allowed to conduct qualifying examinations or tests for candidates irrespective of the quality of results they present from JAMB.

In 2010, I decided to examine implications of Global economic recession on infrastructural development in Nigerian Universities (Omorie, 2010). Since Nigerian universities depended heavily on budgetary allocations from proprietors for infrastructural development, the economic melt-down had serious implications for the universities. There was reduction of budgetary allocation, reduction in philanthropic projects, reduction of donations from international organizations, decreased acts of support from alumni, uncertainty of continuous Education Tax Fund (ETF) intervention and reduction in endowment funds. My recommendations were that the nation should diversify the economy base away from the mono-product (oil) and the Universities to intensify sources for internally generated funds such as collection of tuition fees in the case of public universities, manufacturing basic equipment, food and goods in the universities, formation of parents forum and setting up of strong alumni foundation.

In 2013, I studied a Comparative Analysis of the Cumulative Grade Point Average (CGPA) of Universities matriculation Examination (UME) and Direct Entry Candidates (DE). The findings showed that although Direct Entry was a stronger predictor of success in the final degree examinations, there was no significant relationship between mode of entry into the university and high CGPA. Recommendation was that UME and DE should continue to be used as modes of admission into the university.

v) Private Proprietors

In my work on issues and challenges in Private Universities education in Africa, funding of Private Universities in Nigeria (Omoregie, 2011), I discovered that private universities are faced with numerous challenges. These include: inadequate lecturing facilities, under-developed laboratories, studio and research farms, libraries not adequately equipped, inability to hire adequate number of professors and lack of grants for researches. It's a great misconception for anyone to think that private universities were established for profit making. In my recommendation, I reminded the federal government of their supposed partnership with private proprietors. In 1925 Educational memorandum, Phelps-Stocks Commission recommended that "while the government reserved the right to direct educational policy and to supervise all educational institutions, voluntary efforts should be encouraged and Advisory Boards of Education should be established". (Babs Fafunwa, 1975). It was specifically directed that schools run by voluntary agencies with satisfactory standards should be given grants in aid.

Mr. Vice-Chancellor Sir, I am praying for some-one to help me forward this to the office of the president of this nation and to the federal commission of education, let them be informed.

The School Administrators

In the universities, these include the Vice-chancellor, his Principal Officers and the Management Team including the Deans, Heads of Departments and Directors of various units. If the classroom managers must perform, the ball lies in the court of the School Administrator. They are very vital to the production of quality and fully baked products. Still in my work on

Quality Assurance in Nigerian University Education and credentialing (Omoregie, 2008), their roles were itemized as follows:

- Supervision of curriculum design, content and organization.
- Supervision of curriculum implementations (course by course) – what portion of an 18 week semester is used for actual teaching.
- Students class attendance (register of attendance must be kept by course lecturers) Research has shown that class attendance is proportionally tied to rate of course failures (Omoregie, 2005).
- Students lecturers assessment.
- Students progression and achievements including attrition/dropout rates.
- Student support, and guidance and counseling.
- Periodic assessment of human and material resources available to each programme.
- Feed back to all levels following data analysis to facilitate continuous improvement in quality.
- Continuous interface with external quality assurance agency, and professional bodies to keep abreast with latest information.
- Track tracing of the graduates for feed-back from employers.

To be able to achieve these, the Universities Administrators should put in place Quality Assurance Committee at various levels in the following order

- ✓ Central quality Assurance Committee
- ✓ Faculty Quality Assurance Committee
- ✓ Departmental Quality Assurance Committee
- ✓ Quality Assurance Desk (Secretariat of instructional Quality Assurance).

It is the duty of the school administrators to procure the needed funds from the governments or school proprietors for needed facilities and staff emoluments

and they must see to the adequate staffing in quality and quantity. They must also see to the well-fare of staff and students.

Class-room Managers (the teachers)

My first concern in class-room managers is fully documented in the work I titled *Effective Teaching in Tertiary level of Education* (Omoriegbe 2004). These are the manufacturers of Quality products. They can make or mar the efforts of the school managers and the governments and proprietors. They are the ones that carry out the teachings, the researches and preparation of the students for the community services. My research contended that that teachers must first know the aims of higher education as I stated at the onset of concept of Education in Nigeria, must know the aims of teaching which is the role of the teachers in preparing quality students, factors for effective teaching, the art of teaching and evaluating students in the three dimensions of learning which are cognitive, affective and psychomotor.

Comments why some teachers in Nigerian Universities are not performing to expectation include:

- Olusanya (2004). “Their training does not fit them for job situations ...”
- Basorum (2004). “Oftentimes, there is nothing wrong with the curriculum.... the question is how fully have the contents of the curriculum been taught?”
- Adebowale (2004). “Poor communication skills noticeable right from interviews, practical orientation not sound due to lack of teaching and training resources, devoid of knowledge of biometrics and poor analytical minds.

Without doubt tertiary education is the most important tool for national development. Hence I recommended and I am still recommending training in

the art of teaching for all tertiary level of teachers else the teachers will continue to be cheating instead of teaching the students.

The Quality of the Products of the School System

That the products of the Nigerian educational system are not meeting the desired goals for national development is shown in the echoes that ring louder and louder in the nation recorded in my work titled the “Role of Nigerian teachers and teacher education in national development” (Omoregie and Omoregie, 2017). Stating it as it was discovered.

- Political leaders that are corrupt (alleged ₦4.7bn fraud: EFCC re-arraigns ex-governor Ladoja eight years, Raymond, 2016).
- Doctors that cannot save lives so people are flown abroad daily for medical treatment. Many Nigerians travel abroad for plastic surgery (Stanley, 2016); it is amazing how folks invest in traveling abroad for medical checkup (Oyewole, 2016).
- Engineers that cannot build so increasing collapsed building (Uyo church building collapsed in Lekki Gardens killing 34 people; Synagogue church of All Nations, Lagos collapsed killing 116 (Adelakan 2016).
- Judges that now take bribe (SANs reject FG’s brief to prosecute accused Judges (Raymond, 2016); Judges in Fresh trouble for receiving N5m from SAN (Akintuota, 2016).

That the products of Nigerian Educational system are ill-baked and half baked and not fit for national development is a reality. For almost two decades precisely since 1992, I have rigorously pursued works on Quality of Products of Nigerian Educational System and made several recommendations. Only few are implemented and majorities are not. Since Education is the only hope and

vital tool for Nigerian National Development, the Nation and especially those incharge of educational administration must take heed to the final recommendations of this inaugural lecture.

Conclusion

Having experienced teaching in the primary, secondary and tertiary levels of education in Nigeria, I make bold to conclude that Nigerian children are not dull but intelligent human beings and their education is the needed tool for national development. Unfortunately it is very disheartening to me my dear vice chancellor that the education process which is needed to produce these human beings is the last favoured when budgetary allocation is made from year to year in Nigeria. UNESCO had recommended 26% of budgetary allocation to education (post express: 2003) but education has never attracted up to 10% of national budget in any year hence the Administrators of Education could do little or nothing. The Private Educational Administrators are worst hit as they have no subvention from the Government so they struggle to pay emolument to staff from students school fees and thereafter could not do much.

If Educational Administration will fulfill its expected role, let the Governments and Private Proprietor provide effectively, and let the School Managers manage effectively and let the Classroom Teachers teach effectively

and then the school system will yield quality products for Nigerian National Development.

Recommendations

Classroom Managers

- 1) Beginning with classroom managers, lecturing must be consciously done with the hope of producing quality products. At the point of entry, the classroom managers, supported by school administrators should present orientation for the students on study techniques, Note taking time management and examination strategies. This is an essential counseling tool at the point of entering.(Omoregie, N.O. (2005).
- 2) Every theory must be accomplished with practicals.
- 3) Assessment of students should be done Cognitively, Affectively and Psychomotively.
- 4) Students Industrial Work Experience must be attached to each programme and properly supervised. Students could be asked to repeat if not found competent.
- 5) Adequate Audio-Visual materials must be used to teach the Students and students must be exposed to the use of these materials during their SIWES.
- 6) Continuous personal development must be their concern.

For School Managers

- 1) Orientation must also be given to these fresh teachers at the beginning of their employment and yearly for all lecturers as a reminder.

- 2) Thorough supervision of content of course being taught, lesson note, practical work done, classroom teaching questions set and marking guides if quality will be attained.
- 3) Funds provided by the government for facilities should be transparently used.
- 4) Welfare of their workers should be their greatest desire if their teachers will put on their best for quality production.
- 5) Formation of Parents Forum is their duty.
- 6) The welfare of the students and provision of conducive environment for learning must be their highest priority.
- 7) Team teaching should be encouraged and well supported by the school managers, students learn better through team teaching.
- 8) Internal quality assurance is the responsibility of these school managers.

Governments and School Proprietors

- 1) Let teaching be professionalized so that the morale of all those currently teaching in all levels be high and they will be proud of their profession and offer their best.
- 2) Let there be in-service training for different categories of teachers currently teaching on the field.
- 3) Motivation of teaching profession right from entry point by making sure that the best brains are admitted into colleges of education and faculties of education in polytechnics and universities if the nation will have best teachers to produce quality products. Many who read education today are those rejected by other departments. It is very disheartening.
- 4) Adequate funds must be provided by the governments and proprietors.

5) Federal government must as a matter of urgency include Private Universities in the share of PTF and ITF funds since the private universities are training Nigerian children and for the development of Nigerian economy. V.C. Sir, I rest my case here.

Thank you all for listening and may God bless you all Amen.

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Benson Idahosa University
Previous Inaugural Lectures and the Topics Treated

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2. Professor .R. A. Masagbor “Language: A Complimentarily Of Being” April 17TH 2012.
3. Professor .A. A. Borokini “Female Genital Mutilation: The Nexus Between Anthropology, Law And Medicine” May 19TH 2015.
4. Professor Earnest .B. Izevbigie “From Growth Biology to HIV Associated Neuropathy To The Discovery Of Anti-Cancer Agents: Economic Implications” December 8TH, 2015.
5. Professor Andrew .O. Oronsaye “The Anatomy Of Nigeria Federalism and The Physiological Imperatives For Sustainable Development” March 22ND 2016.
6. Professor Rex. O. Aruofor “Economic-Poverty, Unemployment And Underdevelopment: A Quest For Solution And Imperative For Developing The Nigerian Economy” March 6TH 2017.
7. Professor Sam Guobadia “It’s The Environment” October 19TH 2017.
8. Professor (Mrs) Clara Igeleke “Microbes The Good And The Bad And The Fascinating: Man The Effective Manager” November 26TH, 2019.

BIOGRAPHY OF THE AUTHOR

PROFESSOR NORAH OMOREGIE was born in March 29th 1951 into the family of the late **Rev. Mathias Ekugum** and **Mrs. Rubby Okoh** of Igbanke in Orhinonwon Local Government Area of Edo state, a school teacher and an Anglican pastor. Norah obtained her primary school leaving certificate at age of 10, secondary modern school certificate at age of 13 but secondary school certificate at the age of 20 because the father was left alone to train his six daughters and two sons. His relations said it was useless to train girls so no help.

She attended the highly esteemed Baptist Girls High School Agbor (purely boarding school) and was the Senior Prefect of the School in 1971.

She taught in the Primary School from 1972 – 1974 before gaining admission into University of Benin in 1974 where she bagged Second Class Upper Division (2¹) in Education Biology in 1978, M. Ed. Educational Administration in 1985 and Ph.D Educational Administration in 1995. She taught her Biology in many secondary schools and rose to the level of Principal Senior Grade Level 16 before she picked appointment with **BENSON IDAHOSA UNIVERSITY** in 2002. She once taught Biology in Faculty of Science but was quickly catapulted to department of Education where she truly belongs. She was two times Acting Head of Department of

Education, one time acting Dean of Faculty of Arts and Education, First Director of Academic planning of the University, a position she held for 7 years, first GST coordinator for 6 years, first Chairman Accreditation Committee, first Co-ordinator of Internal Quality Assurance of the University and today a full Professor in the University, a position she earned promotion to in 2014.

Other committees with dates include:

- Member - University Admission Board, 2005 till date
- Member – Academic Planning and Policy Committee 2005 – February 2012
- Member – Management Team, 2005 – February 2012
- Member – Spiritual Life Committee till date
- Member – Senate, 2003 till date
- V.C. Representative: FSMS, 2016 till date
- Senate Representative, School of Post-Graduate, 2016 till date
- Member, Departmental and Faculty Board of Studies, Department of Education and Faculty of Arts and Education respectively.

Rev. Professor Norah teaches and supervises projects and dissertations from undergraduates, Post-graduate diploma and Master's level, and is anxiously waiting for the approval of the Ph.D level by the NUC, she says she lives for BIU. Apart from numerous publications in educational journals, both local, national and international, and chapters in books, she has written three academic books; Evolution of Western Education in Nigeria, General Teaching Methods in collaboration with Dr. J Osaigbovo and Dr. Aitukhehi and School Organization and Administration in Nigeria in collaboration with Dr. Mrs. M. Abikwi, Dr. J. Okafor, Dr. J. Osaigbovo and Mrs. Sandra Joshua-

Omoregie.

This academic is a National Presbyter with Church of God Mission International Inc. She has opened 6 churches for the mission:

1. Church of God Mission Army Barracks, Ekenwan Road with CWFI.
2. Church of God Mission Evbotubu now District Head Quarter with CWFI.
3. Church of God Mission Ikweniro near Agbor-Park with her deliverance team.
4. Church of God Mission Okhokhugbo Branch with her Husband.
5. Church of God Mission Grace Arena, Ekenwan Bishopric with her branch at Owina.
6. Church of God Mission Ewo-Orhobo after Akwakwara after Army Barrack before Gele-Gele (October 26th 2019) with her new Province Oko Central.

She has written 30 Christian literatures. She was married to a dynamic Bini Reverend Gentle-man until death did them part after 33 years of marriage. She is a happy mother of six biological children, 8 bubbling grand-children and many other spiritual children.