



EVALUATION OF ETHICAL STANDARDS IN SCHOOL SUPERVISION AS A CATALYST FOR SUSTAINABLE DEVELOPMENT IN TERTIARY EDUCATION



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Introduction

One of the main goals of education administration, according to the National Policy on Education (2013), is to provide quality control by conducting routine inspections and ongoing supervision of instruction and other educational services. The federal ministry of education oversees tertiary institutions, while state ministries of education and other government-established commissions and bodies oversee state-owned tertiary institutions in Nigeria. To provide efficient oversight of tertiary institutions nationwide, several state governments have set up commissions for quality assurance and other purposes. In Nigeria, tertiary institutions in all states have unimpressive academic records. Higher education institutions' standards are actually declining. According to reports, the current state of school supervision indicates that there hasn't been adequate oversight in the last few decades. The current state of affairs demonstrates the deficiency of instructional supervision at all educational levels. The government has not given educational monitoring in the Nigerian school system its full attention. Researchers have reported unsatisfactory levels of instructional supervision in the Nigerian educational system. Anukam (2009) noted that the country is looking for ways to improve school supervision in the wake of suspected declining standards of learning, increased school enrollment, and increased recruitment of unqualified teachers. Ezekwensili (2007) noted that many schools lack adequate or ineffective supervision of personnel and instructional materials. The author emphasized the importance of supervised instruction in schools as a correlation of students positive academic performance.

A subfield of philosophy known as ethics examines the morality of human behaviour and its standards. It addresses the ethics of human behaviour or the standards of human conduct. Ethics investigates what is right for humans to do (Kanu, 2018). It investigates what constitutes right and wrong in human behaviour. It is a process by which we classify and work toward our ideals. Ethics is fundamental to human nature since it guides our decision-making, without which our actions would be pointless and unfocused. We shall be able to appropriately arrange our objectives and activities to fulfill our most important values to the degree that we seek logical ethical standards. We act morally in order to realize full human well-being in the order of a created nature that is, ethics establishes the grounds for good relationship with others and God.

Ethics can be defined in three ways. First, ethics is generally viewed as a synonym for morality, the universal norms and standards of conduct that every sensible person wants every other to follow. Second, ethics is a well-known area of philosophy that looks for the origins of human standards and values and tries to place them in theories of the individual and social conditions of people. Third, professional ethics, which refers to the unique norms of conduct followed by persons involved in shared endeavours, is neither universal nor ethical philosophy. A profession cannot exist without professional ethics (Kovac, 1996; Matthew & Obiesili, 2022). Discipline, integrity, dignity of labour, social justice, religious tolerance, and patriotism are the national ethics, according to Section 23 of the 1999 Nigerian Constitution. However, the country's values and ethics are very different from what Nigerians actually experience, with a lot of indiscipline in every aspect of life, integrity is no longer valued by many, the get rich quick syndrome and the pursuit of easy money having diminished the dignity of labour, a high level of religious intolerance, and a declining sense of patriotism.



Concept of Supervision

Effective teaching and learning in the classroom depend on supervision. Thus, school supervision is to maintain and enhance the quality of instruction while inspiring school staff to carry out their duties as best they can in order to meet predetermined learning objectives. As a result, supervision in educational institutions is viewed as a social system with several interconnected subsystems. Teaching, school administration, instructional supervision, counselling, and the curriculum subsystem are some of these subsystems.

Asemah (2010) describes supervision as a way of advising, motivating, guiding, enhancing, rejuvenating, encouraging and overseeing their operations in order for the supervisors to be effective in their role of supervision. According to Kamindo (2006), supervision serves as a leadership role in enhancing instruction and, eventually, student learning. According to these definitions, the purpose of supervision is to enhance instruction by consciously focusing on methods for fostering excellence in the caliber of instruction. The process of supervision aims to motivate people to be more productive or effective. While supervision is a collection of actions taken to improve teaching and learning for students, personnel supervision focuses on the actions taken by the supervisor with the primary goal of raising awareness, encouraging, and motivating school employees to carry out their responsibilities as best they can in order to meet the educational system's stated objectives.

In addition to these subsystems, teachers and students collaborate and exchange ideas, support one another, and support one another. They all support one another by talking, offering advice, exchanging creative materials, and exchanging experiences in order to ensure quality.

Therefore, the process of enhancing all aspects and circumstances related to teaching and learning in order to generate high standards of academic excellence and guarantee its quality can be viewed as supervision. Any school's ability to achieve its objectives is largely dependent on its supervision. Since educational supervision is the main goal of all established schools, its significance in the current educational system cannot be overstated. According to Ajayi (quoted in Ojo 2007), school administrators have renounced their leadership and supervisory responsibilities, and instructors have failed to fulfill their obligations. In line of this, Negase in Ojo (2007) concluded that education is on the verge of collapse during a public talk at Ethiopian University.

Adewumi and Ajayi (2001) submitted that school Supervision is a veritable instrument for checking teacher and student performances and as a measure of improvement on the glaring downward tread on the standard of education. Adesina cited in Ojo (2007) were of the opinion that the availability of committed teachers will enhance the efforts being made by all concerned to solve the prevailing problem that bedevil the educational system, since it is believed that no education can rise above the quality of its teachers. In designing an educational program, all the needed facilities must be or available both (human and material resources); providing a conducive learning atmosphere does not guarantee the success of such a program if an effective supervision of instruction, human and material resources is not in place as these will guarantee the quality of the educational program. It is therefore important to note that effective supervision of both human and material resources in education is a major modality of integrating teaching and learning in the school system.

Over the past century, school supervision has undergone significant change. For instance, any teacher with many years of experience must have encountered a variety of supervisors. Originally, school supervision was intended to guide and direct activities; for example, in the 1920s, supervisors were instructed to provide instructions to school operators and to verify that they had followed those instructions. This may have been the case because, according to Abubakar and Abdullahi (2011), instructors were not as educated or well-trained as they are now. As a result, this essay clarified and illustrated how crucial supervision is to school administration and how no organization can operate well without it. Supervision is an age long device for improving teacher's knowledge, attitudes and skills which focuses on the teaching/learning process for the purpose of ensuring the achievement of educational objectives.

Purpose of School Supervision

The purpose of school supervision is to improve the quality of teaching and learning. However, Olagboye in Abubakar and Abdulahi (2011) spelled out some purposes of school supervision as follows:

1. Assess teachers' effectiveness in classroom management
2. Help teachers to solve the professional problems they may encounter in their work.
3. Improve the quality of teaching and learning for the benefit of both the learner and the teacher.
4. Identifying those teachers, who should be promoted, retrained, redeployed or disengages.
5. Help teachers to have a clear understanding of the objectives, role and relationship of their positions as well as the direction of their efforts in the school.
6. Ensure that every teacher in the school is effectively performing the duties assigned to him.
7. Assist teachers in developing needed teaching competences.
8. Help teachers in identifying their strength and weakness with a view to provide relevant in service training.

According to the Federal Government of Nigeria's Universal Basic Education (UBE) program manual from 2002, supervision in the context of education refers to the duty of an education officer or supervisor to ensure that instructors carry out their duties efficiently. Therefore, it stated that improving the standard of instruction in schools should be the main goal of oversight. In addition to ensuring that the student learns the talents, skills, and attitudes outlined in the instruction objectives, the supervisor assists the lecturer in teaching in a way that the student can comprehend.

Concept of Ethical Standard

Ethics examines the rationale behind our moral judgments in order to determine what is morally right or wrong, just or unjust. The concept may also be interpreted as the set of values or standards of a particular individual, church, organization, occupation, etc. It is frequently called moral philosophy, or the study of moral judgment and norms of behaviour.

Terms like "the science of the ideal human character" and "the science of moral duty" are frequently included in standard definitions of ethics (Noah, 2021). According to Audi (2015), the term "ethics" is "often used interchangeably with 'morality,' and occasionally it is used more strictly to signify the moral principles of a specific tradition, community, or individual."

Conversely, ethical standards are a set of guidelines created by the founders of an organization to express its fundamental moral principles; they provide a framework that may be used as a decision-making tool (My Account). Insofar as their relationship to the business is concerned, they establish the standards of behaviour that owners and senior executives expect from employees and suppliers (My Accounting Course, 2022). The main way that a corporate governance structure spreads and upholds these values, also known as ethical standards, is through behaviour modelling, which asks senior executives to serve as role models for lower-level employees (My Accounting Course, 2022). Among these standards are accountability, integrity, openness, and equity. To avoid misconceptions, businesses usually express the founder's perspective on each value, even though each person may interpret them differently. (My Accounting Course, 2022). In order to help employees match their own standards with the institution's viewpoints, these principles should also be used as guidance for decision-making procedures when various ethical challenges arise during ordinary organizational operations (My Accounting Course, 2022). This moral "compass" is crucial for minimizing unethical behaviour, particularly in administrative positions.

Professional ethics are the moral principles that people in that profession are expected to follow. Any group or organization may refer to these principles as ethics. In a similar vein, individuals in a certain profession are expected to adhere to professional ethics if this is supported by their responsibilities, skills, and specialized knowledge. Every individual must follow the specific behaviours needed for their line of work, whether it be engineering, the medical field, law, or another profession. You should behave in a manner that is anticipated of a person in compliance with your professional

ethics (Hitesh, 2020). It also shows how knowledgeable you are and how passionate you are about your work. Doctors' actions might serve as the best illustration of professional ethics as the Hippocratic Oath is one that physicians take before receiving their medical degrees. One of the ethical rules that must be followed before practicing medicine is this oath.

Additionally, every ethical code is unique to the type of occupation a person has and lawyers, librarians, instructors, and, most crucially, lecturers at postsecondary institutions are other examples of professions with widely accepted standards of ethics.

For example, tertiary educational institutions' organizational vision is based on and consistent with these principles. Values are the things that people believe to be proper and right. For lecturers at postsecondary institutions, these moral, ethical, and professional qualities are fundamental to the teaching profession or social work environment ethics. This is the case because, unlike other public occupations, academic employment entail particular responsibilities that are subject to public review and assessment. Finding the truth, stating it, and exercising restraint when teaching are the primary duties of lecturers. Iroegbu and Uyanga (2019), citing the Canadian Teachers' Federation, noted that professional accountability is one of the concepts of ethics and that it can be interpreted in a variety of ways. It is commonly used interchangeably with blameworthiness, accountability, responsibility, and answerability.

Rather than only monitoring achievements or outcomes, accountability entails a responsibility to find methods to improve the performance and capabilities of those held accountable. A professional lecturer must understand the learning needs of the students in addition to being an authority on the subject being taught. Lecturers are held accountable for a number of things, such as being available to students for advice, teaching consistently in the classroom, overseeing and doing research, and taking part in conferences, workshops, and seminars, among other academic events. The degree of accountability on the side of the lecturer involved has to do with true professionalism.

Those who decide to become lecturers must maintain a high level of accountability not only to their students but also to society, the profession, and lifelong learning and teaching. Nigeria is in dire need of a top-notch education that is different from the status quo and is marked by responsibility, moral obligation, and moral commitment, claims Maduabuchi (2017). This conclusion is based on all of the interviews that were done at conferences, seminars, lectures, symposiums, policy makers' submissions, and independent parent and parent-teacher association viewpoints.

Formal education in schools, colleges of education, polytechnics, and universities that is closely linked to students' competence, rights, responsibilities, and well-being can be defined as an integrated and complete approach to the development of the person and society. The growth of society and people's ideas are rendered nonsensical by a lack of high-quality education, which frequently leads to political instability, poverty, unemployment, violence, graft, and corruption. Therefore, the lecturer's function is crucial at this moment, particularly if the lecturer is morally pure and ethical in all of his interactions.

Sustainable Development

The idea of sustainable development is widely acknowledged as a benchmark for controlling human activity and preventing environmental deterioration. Reflecting human activity and interactions with the environment is important, as is making sure that we do not ruin the environment for future use while participating with and taking advantage of it. Sustainable development is crucial because human activity now shouldn't degrade the environment and prevent future generations from realizing their full potential.

Human intelligence, sound decision-making, planning and managerial skills, creativity, entrepreneurship growth, and environmentally safe production are all necessary for sustainable development to succeed (Sharma, 2014).

According to Ugodulunwa (2017), sustainable development is respecting the environment, the earth, future generations, and everything it offers. Following the 1972 Stockholm UN Conference on the Human Environment, the topic of sustainable development gained international attention. The word "economic development" became the precursor of "sustainable development" when the general



principles of environmental preservation and economic development were first addressed (Barbosa, Drach, & Corbella, 2014). Following that, a number of commissions and conferences were created to recognize the significance of safeguarding the environment from human activity. Additionally, employing education to lessen the impact of environmental risks in the course of human endeavours. In 1987 UN World Commission on Environment and Development published a report on 'Our Common Future' which was later christened, "The Brundtland Report", this brought to the fore the concept of sustainable development.

By promoting education, the commission gave environmental safety a priority. Development that meets present demands for the benefit of future generations is known as sustainable development. It involves making efficient use of both human and non-human resources to raise citizens' standard of living without endangering the ecosystem or the environment as a whole. The illegal refinery, ongoing oil exploration and exploitation, and ongoing gas flaring in the Niger Delta, which has wiped out the ecology and aquatic life, are all excellent examples of unsustainable development. It is important to remember that 2005–2014 was designated as a Decade for Education for Sustainable Development following the Johannesburg summit on sustainable development in 2002 (Sharma, 2014).

Concept of Sustainable Tertiary Education

The education obtained after completing high school is referred to as tertiary education. In order to guarantee that students lead productive lives and contribute to the advancement of society, it is the responsibility of universities, colleges of education, and other specialized institutions to impart information and skills to students. According to Brick (2006), tertiary education is the third level, stage, or post-secondary education that comes after secondary school.

The curriculum establishes the subjects and the methods of instruction. An educational system that can carry out the conventional duties of teaching, research, and community development with unrestricted institutional autonomy and academic freedom is known as sustainable tertiary education. In order to support affluent individuals, society, and the environment, education should inculcate positive ideals and behaviours. Higher education is important for the growth of society as a whole as well as for individuals. In order to provide students with the necessary knowledge and skills for both self-actualization and the advancement of society, families thus mobilize resources to guarantee that their children complete postsecondary education. The state also makes sure that the greatest instructional technology is used in tertiary education, which will serve to supply the state with the people it needs. It guarantees that the learning output can compete favourably in the global economy while also promoting scholarships. The National Policy on Education envisaged that tertiary education shall act as a catalyst for 'national development through high manpower training' and at the same time 'reduce skill shortage through the production of skilled manpower relevant to the needs of the labour market'. (FGN, 2014). The policy envisaged that these laudable goals will be achieved by providing high standards in educational facilities and services, quality teaching and learning, research and development as well as admitting students with high quality.

Tertiary Education and Sustainable Development

A habit of 'critical and creative thinking skills and value system that emphasizes responsibility to oneself, others, and planet' is bestowed on students by tertiary education, which is the foundation for sustainable development. The hallmark of tertiary education is the teaching and learning, and in the process, the curriculum and individuals are re-engineered that not only provide the needed manpower but also align in ways that foster a sustainable planet (Aina & Oparaduru 2021). Tertiary education is deeply involved in research, innovation, and development. And these are pivotal to the development of society. It is through these activities that researchers provide not only plausible solutions confronting individuals and society but communicate to the entire society. For instance, the integration of information technology has opened a vista of opportunities for the dissemination of information and the acquisition of skills and knowledge that aid development in all facets of human endeavours.



Education is at the frontline of any development from primary school to tertiary education and lifelong learning.” UNESCO recognizes the urgency of using education to curtail global warming by addressing the environmental, social, and economic problems holistically. Through teaching, tertiary education promotes and encourages scholarship and entrepreneurship, and in the process, the learners acquire certain skills and mindsets that not only help them fulfill their life expectancy but also protect and preserve the environment and contribute to the development of society. As a result, the significance of tertiary education cannot be overstated; it is essential to the advancement of the entire society and the reformation of the next generation of scholars. The significance of tertiary education is enormous for both individuals and society; for individuals, obtaining a tertiary education helps to reform, transform, and re-engineer them, making them useful not only to the family but also to the development of society. Therefore, it is to the benefit of both individuals and the State to design the educational system in a way that will not only advance society's technological advancement but also protect the environment from human destruction.

People who have completed higher education are more concerned about the environment and will not only teach but also contribute to environmental preservation. According to the GEM Report (2022), by increasing environmental awareness and concern, education can encourage people to use energy and water resources more efficiently, thereby reducing environmental threats. Additionally, tertiary education recipients support civil involvement in society in addition to leading healthy lives. It's also important to remember that postsecondary education contributes to both the economic benefits of long-term, fulfilling employment and people's overall quality of life (Adekola, 2004). It goes without saying that ignorance and a lack of education are the main causes of poverty; therefore, tertiary education aids in the development of critical thinking and communication skills, which in turn lead to increased employment rates, better workforces, and higher incomes. Baum and Payea, (2005) argued that the more people are educated, the more they are less likely to be unemployed and live in poverty.

Once more, it increases people's productivity and responsibilities to society. Other advantages of a tertiary education include a sense of achievement, a healthier life, a family, and children, as well as an increase in each person's social standing. Higher education continues to be an undeniable factory where information is created, analyzed, and shared to address the many problems that humanity faces. It facilitates the transformation of society's political, social, and economic domains. Therefore, achieving the sustainability of tertiary education must be the goal of competent management.

Similarly, tertiary education has enormous benefits for society: a country with a large number of postsecondary graduates is healthier, and a country with the personnel it needs is typically free of criminal activity. Education benefits society through research, development, and instruction. The emergence of information technology in higher education has opened up a wealth of opportunities for the acquisition of skills and knowledge essential to the advancement of civilization. A strong standard of living, goods and services, increased institutional capacity, and a more efficient public sector are all results of applying learning outcomes (Adekola, 2004).

It is important to remember that tertiary education is the catalyst for social change; it is the education that instills the necessary skills and behaviours for the advancement of society and changes superstitious beliefs that are harmful to societal development. Through tertiary educational programmes and activities, states industrialize and scientific innovations are established that will aid in the advancement of society; these scientific innovations have not only led to the industrialization of the economy and eliminated anti-developmental prejudices, but they have also improved medical facilities, increased life expectancy, and made life more comfortable for both individuals and the country. It is against this backdrop that educational institutions align their policies, programs, and curriculum to strategically meet the needs of the local economy and society in general.

Challenges of Tertiary Education in achieving Sustainable Development in Nigeria

Tertiary education as the third level of education in Nigeria is saddled with numerous challenges hindering the effective performance of its statutory roles of teaching, research, and



community development. These challenges have hindered tertiary education from providing the needed manpower in society, as well as impairing national development. Despite the concerted efforts of school administrators to ensure seamless academic programs, there are serial hiccups that have challenged the effective performance of the school's administrators some are caused by the administrators while others are structurally inherited in the system and the school authorities are helpless.

The first issue worthy of note is an undue and unnecessary interference in the activities of tertiary education by state actors. There is no gain saying that institutional autonomy and academic freedom had been eroded in tertiary institutions and the vice-chancellors and lecturers are whim and caprices of political actors (Onyeonoru, 2008). Institutional autonomy is the right associated with tertiary institutions to govern themselves in line with the law establishing the institution while individual freedom is the right associated with staff to freely impart knowledge unhindered (Ayayi & Awe, 2007). According to Toyin et al. (2019), higher education is fully funded by government. Government directly or indirectly through National University Commission intervene in the affairs of the tertiary institutions, particularly in determining and monitoring how the funds will be expended.

The president in a federal institutions and the governor in a state institution appoint governing council which is the highest policy-making organ in the tertiary institution. Also, appoint the vice chancellor on the recommendation of the Council who is chairman of the senate where all academic decisions are taken. The visitors also have the right to sack the council and vice-chancellor when it appears that their interests are not protected.

Furthermore, the mode of recruitment of lecturers has also stiffened tertiary institution in the process of attainment of educational goals. More worrisome is that employment in the federal Institutions is based on federal character and cronyism and not necessarily based on merits and this has rubbed off on the attainment of the goals of the educational system as an ivory tower of intellectualism. For instance, at the inception of Buhari's administration, the federal government sacked the 12 Vice Chancellors of federal universities by the minister of education (Oropo, 2016).

Lecturers, Vice Chancellors, Provosts and Rectors in the past have lost their jobs for not compromising to the dictates of political office holders. This unwholesome practice has resulted in poor teaching because no teacher or lecturer can give what he does not have. Lecturing is knowledge-based and like the common truism that no nation can rise above the level of its teachers.

Another factor that has eroded the sustainability of tertiary institution in the attainment of educational goals of teaching and research is the dearth of human resources and unfortunately, human resource is the fulcrum in the process of teaching and learning. The tertiary institutions lacks adequate manpower for effective teaching and learning. During the oil boom, the tertiary institution had the best brains and there were basic facilities that enhanced teaching and learning but the oil glut and the attendant consequence led to dwindling in revenue generated by the federal government, and this negatively affected the educational sector. Okai and Epubabari (2019), opined that the Nigerian dwindling economy has resulted in a negative effect on every facet of the economy and teaching and research inclusive. The duo further argued that the quality of teaching and research in tertiary institution, aimed at providing the highly skilled manpower that will act as a catalyst for national development is infiltrated by politics and social vices.

There is a massive migration of lecturers for greener pastures mostly in the areas of medicine, engineering, and pure sciences. And more disturbing is the continuous increase in students' enrolment without a corresponding increase of lecturers and this has increased the teacher-student ratio as against the best practice of 1:25 students, thus hindering effective teaching and the quality of service provided. FGN, (2014), the federal government in assessing the needs of the education sector observed that some tertiary institutions lack modern infrastructures with dilapidated, overstressed, and improvised laboratories and workshops, archaic and unfitting furniture with high power outage as some of the reasons why Nigerian academics are moving to other countries for greener pasture.

The lack of basic infrastructures in the educational system has contributed in no small measure to reducing the quality of education products and consequently has eroded the educational standard in the tertiary institutions. It is disheartening that in the 21st century, which is information and knowledge-



driven that lecturers still teach with the old form of instructional materials of chalk and board, at best with the use of marker and mark board. While their counterpart in advance economy makes use of smart boards, power points with projectors, and the use of electronic learning devices.

The effect is that the students are denied unrestricted access to education, effective communication between the teacher and students, enriched content delivery, and different methodology of teaching and learning.

Again, the tertiary institutions also lack physical infrastructures like digital library, lecture halls, well-equipped laboratories, and student hostels and even in some institutions, there are not enough office space for lecturers. Babalola (2001), opined that the tertiary institution in Nigeria are currently facing a crisis, there is less money to spend on teaching, research, and community services. Libraries are ill-equipped, laboratories lack essential apparatus, classrooms are dilapidated, and office accommodation is a mirage. This situation is still prevailing in the contemporary universities and colleges of education that are supposed to be citadels of learning with the best multimedia instructional materials.

It is disheartening that lecturers work in the most dehumanized environment, with poor salaries and are not well motivated. Overseas training is now out of the reach of most lecturers. In the past, this had been a source of dispute between ASUU and the federal government. Hardly any academic year without one agitation or the other. The lecturers agitate for an improved salary package and for the implementation of the memorandum of understanding. Students also clamoring for better welfare and protest the increase in school fees. All these incessant strikes have jeopardized the academic standard in the tertiary institutions and the attainment of educational goals. The new lexicon in Nigerian institutions and the ASUU relationship is the use of court orders to ensure that lecturers are coerced to go back to the classroom despite the unpaid salary. The court of appeal restrained the Academic Staff Union of Universities (ASUU) from continuing with industrial action and returning to the classroom immediately (Wahub, 2022).

Another threat to the attainment of sustainable tertiary education in Nigeria is inadequate funding for the education sector. Fund and human resources are pivotal for the attainment of a viable educational system. Unfortunately, these critical factors are lacking in public tertiary institutions. The abysmal budgetary allocation to the education sector, particularly tertiary education, hardly meets the recurrent expenses of the higher institutions. Okemakinde (2010), in collaborating this stated that inadequate funding has remained a menace to higher education in the country. The resultant effect is that heads of tertiary institution and the head of public tertiary institutions are at the mercy of the government for funding education and this in no small measure subverts the autonomy of the tertiary institutions.

Another menace that seriously threatens the attainment of tertiary education is the spoiled system in the citadel of learning. The spoil system in this context is those unethical behavioural patterns that have crept into tertiary education that are inimical to the attainment of educational goals. Examples are serial sexual harassment that has plagued the academic community, the sex for marks, examination malpractices, cult-related violence, etc. The incessant sexual abuse of students in tertiary education has gradually become a norm rather than an exception. In 2018, a Professor at Obafemi Awolowo University of Ife was alleged to have seduced a final-year student and had attempted to have sex in the office for marks. Again, one professor of English Studies at the University of Lagos was dismissed from the university after being found guilty of a sex scandal.

Misappropriation of funds is the bane to the attainment of a tertiary education. Durojaiya (2018) posits that corruption is everywhere in Nigeria and it is a major cause of poverty. It is associated with a low level of economic development, slower economic growth, poverty, and conflicts from the political cycle to business boardrooms, educational institutions, the health, and judiciary sector, and even the holiest place, our religious institutions, and the list are endless.

Conclusion

Tertiary education is judged as the lead way to the reformation of individuals with positive values, skills, knowledge, and the mindset that helps in the liberation of individuals for self-actualization and the development of society. It is the third level of education acquired after post-secondary education with the purpose of not only providing the relevant manpower need of society but also encouraging scholarship, entrepreneurship, and community services. It, therefore, behooves the tertiary educators to provide the needed manpower, innovation, and technology that will provide the needed development and ensure that such development is sustainable. Sustainable development is when decisions are made and actions for the betterment of individuals are carried out in a manner that enhances the survival of the environment. It is pertinent to note that there are challenges inhibiting tertiary education from effective implementation of the statutory roles of teaching and research. Examples are incessant strike, paucity of funds, examination malpractice, and student unrest, among others. Therefore, the paper concludes that for tertiary education to achieve statutory functions, the institutions must be insulated from unnecessary influence from political actors and be allowed to perform the statutory roles of teaching and research within the purview of the law establishing it.

Recommendations

Based on the challenges of tertiary education in achieving sustainable development the following are suggestions:

1. The federal government should increase the budgetary allocation to the education sector to UNESCO 26% standard of the annual budget. This will help the administrators of tertiary education to invest in manpower training and development which are critical to the attainment of educational goals.
2. The administrator of tertiary education should source others means of funding education because government alone cannot fund education adequately. Examples endowment funds, consultancy services, commercialization of research findings, and renting of institutional property devoid of exploitation.
3. Tertiary education should be insulated from political actors and be allowed to manage the system in accordance with the law that established it. That is, the granting of institutional autonomy and academic freedom is critical in the actualization of educational goals.

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