



PROMOTING QUALITY AND VALUES EDUCATION FOR NATIONAL DEVELOPMENT: THE CASE OF NIGERIA



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Abstract

Quality higher education of any nation is transmittable to the developmental trajectories of that society. However, a stark juxtaposition of education and development in Nigeria is a travesty of education that ought to have transform African societies in terms of economic, social, political and technological development. It is apt to contextualize education as one key factor that underscores the reality of the Nigerian developmental agenda and its transformation and recognition as a developed status and is squarely the lynchpin on quality and values of the education system in producing a learned, competent and knowledgeable citizenry. Education is a critical means to meet the manpower requirements for rapid economic and technological growth. Indispensably, human resources have outsourced natural endowments as a stake or means for societal rapid economic and technological growth. It is germane in context that strategic resources of a nation come from intellectual power of the mind rather than natural resources that are dormant without manipulation and production. Therefore, the true development in the 21st century contextually comes from empowering the minds of the people through quality education and values. This paper therefore examines quality tertiary education and its implementation as a panacea to the developmental challenges of Nigeria. It also tries to contextualize the nexus between innovative education and its domestication as a solution to nation's developmental problems. Furthermore, the research paper was key in identifying key points militating against rapid development in the country through quality education. Suggestions were also made as solutions to the problems militating against quality and values tertiary education.

Keywords: *Quality Education, Technology development, development status. Functionality, human resources, intellectual power.*

Introduction

Higher education is one key factor that connects the reality of Nigerian development agenda and the transformation of its society with a developed status hinges squarely on quality and values. Education values and quality educational system addresses the endemic problems of leadership failures. It also ensures altruistic leaders' desires for peace, security, justice, transparency and sustainable development of society.

According to Madue Eresi(2019), education is a critical resource to meet the manpower requirements for accelerated economic, socio-political and technological growth. In highlighting values education, Bili et-al(2012) has substituted a nation's endowment of natural resources to education as catalysts to the development of nations. Strategic fundamental resources come from the intellectual process of the mind's skills, competencies rather than from untapped and moribund natural resources. Arguably, technological development comes from empowering the mind of people, especially citizens of the country.

Paradoxically, the rate at which Nigeria benefits from this, according to CIA in (2014) remains one of the lowest at 71% in Africa. Cameroon, Zimbabwe, Ghana, Kenya, Rwanda and South Africa are 65%, 84%, 71%, 87%, 85% and 88% respectively. Ironically, it is contextual and factual that the Western education system has ushered in exponential development to the countries that leverage on



quality and values higher education system. However, relevance and appropriateness as it is copied and applied does not foster the same speed of development.

It is true that countries of the world benefit from the science and technology powerhouse of Western education developing and innovating physical development, innovations and creativity. It is therefore axiomatic that the difference is a product of the application in the education system and the priority associated and values education placed in Nigerian society. Putting it into context, the above scenario and domestication of educational experiences in terms of skills and competencies juxtaposition depicts an unbridled gap between Western education and that of Nigeria.

There are legions of problems but domestication of education to the local Nigerian environment has defied or hindered the distance between educational outcomes and social expectations. In reality, these keys are clearly delineated in the areas of value orientation, political leadership, altruism, social and national cohesion, incorruptible practices, security and peaceful coexistence and above all a sustainable continuous steady growth and development. There is no gainsaying that all these indices are the aftermath of quality and values education of any given society.

Harping on the dysfunctional educational context, Obathami(2025) in the ranking of universities observed a pathetic situation where both the University of Ibadan and University of Lagos, two of Nigeria's prestigious public institutions, are ranked between 1000 and 1200 brackets. (Times Higher Education World University Ranking).

Ranks	University Name	Country	World Ranking 2025:
1.	University of Oxford	United Kingdom	1st.
2.	University of Cambridge	United Kingdom	2nd.
3.	Stanford University	USA	3rd.
4.	Massachusetts Institute of Technology	USA	4th.
5.	Harvard University	USA	5th.
6.	California Institute of Technology	USA	6th.
7.	Imperial College London	United Kingdom	7th.
8.	University College London	United Kingdom	8th.
9.	Swiss Federal Institute of Technology, ETH Zurich	Switzerland	9th
10.	University of Chicago	USA	10th.

Some top Nigerian universities in world ranking:

1. Covenant University, Ogun State, 201 to 1000.
2. Amadou Bello University, Zaria, 201 to 1200.
3. Landmark University, Kuala, 1001 to 1200.
4. University of Ibadan, Ibadan, 1001 to 1200.
5. University of Lagos, Lagos, 1001 to 1200.

Adopted from the Times Higher Education World Rankings 2025.

These rankings reflect not just the state of university infrastructure or faculty quality, but the broader inefficiencies that pervade Nigeria's higher educational system. This stark positioning underscores the significant gap between Nigerian universities and their global counterparts. This unfortunate situation reflects not only the challenges facing these institutions, but also the missed opportunities for national progress and global competitiveness.

It is therefore pertinent to note that for Nigeria to secure its place as a global leader in education, these universities must undergo a profound transformation. The purpose and aim of education are to create and sustain an enlightened mind that can elevate and progressively advance the thought points between human and environment through research and inquiry. Okeke(2015) said that education is the harmonious development of the physical, mental, moral and social faculties, the four dimensions of life for a dedicated service to the development of society.



Conceptual Analysis

Education is derived from the Greek word which means to lead out, to mold, guide and direct. In other words, the philosophical premise of education is the assumption of the Latin phrase of human faculty and the need for its process and procedures to lead out the Latent potentialities of man.

Instruction, the professional process, is a system between the teacher or facilitator and the learner as a united body of knowledge, skills, competences and capacities that foster the learner that transform him. The learning experiences is defined as the in interactions between the learner and the external conditions in the environment to which he can react Maduewesi (2017). It's what the learner does that he learns, not what the teacher does. Therefore, the learner is active participant and some features in the environment attracts his attention and he reacts to them. Knowledge acquisition requires the training and development of an inquiring mind that elicits a human condition of continually asking questions and probing the specific status quo to advance knowledge.

Higher education is guided by the philosophy and values of a nation. At this level, each higher education of learning accepts the innate type of educational actions. Philosophers and educationists listen and listen up. Higher education curriculum is designed in a way that complies with the basic practices to create a desirable level of quality.

The creation of a university is a phenomenon that continues to influence the world. Given the above lofty ideas of higher education, the question begging for answer is whether these laudable goals are achieved in Nigeria since the establishment of higher education.

Quality and Values Higher Education in Nigeria.

The concept of quality is all-embracing, and its application is widespread and universal. Quality is holistic and a totality of efficiency and effectiveness of its synergistic efforts and outcomes. The product of its qualitative value is an outcome of reliability and validity. Abugwa, (2017) in brackets, believed quality in education incorporates the sustainability of classroom instruction that embraces and enhances effective pedagogical efficiency coupled with its system in an environment. The outcome of quality is the proposition of adequate influence of required intellectual resources to create a five-product of standardization.

Benson, (2017) conceptualized quality in terms of usefulness, efficiency, brain power, experience and productivity. Quality in higher education is valuable and therefore needs to be rigorously guided. Quality in education, according to Abayomi and Agoyega, (2017) quality is a deserved desire of administrators and skilled organizers to strive and strive for the best without compromising standards. In production, quality of a product is paramount which ensures originality that meets the desire of the end user. In quality, standards are maintained and sustained as a product. Quality is priceless and peerless.

Quality management and application in education is a clear and detailed exposition of the effective and efficient utilization of available material and human resources in the system to achieve the predetermined and planned objectives. A product of a quality enterprise is tantamount to excellence in service delivery. If the quality of the education system is lowered, the product (graduates) in brackets will be substandard and invariably the larger society will be adversely affected as half-faith/baked products of the system will pollute other systems, they are called upon to serve.

Quality and values education are synonymous and interwoven. They are like Siamese twins that are intertwined. The goals of quality education are the forerunners of Values education. Transmission of moral and ethical values acceptable to society and good conscience to the next generation is a critical part of the education system's outcome. Self-esteem and efficacy learning is best consolidated from the personal experiences when the learner interacts with the environment. Therefore, regardless of the moral lessons taught in schools, students have a natural predisposition to consolidate the learned and observed moral values, experiences and principles that they continually interact with in their homes and in the social environment. Consequently, the environment that is infested with immorality will invariably make the students likely to imbibe, internalize and integrate the polluted values, norms and culture of society.



If these celebrated corrupt values turn out to be the norm, society will turn out to be dangerous, egocentric and underdeveloped until a time when evolutionary forces will have to overturn all impeding circumstances. Validated and verified stories of accusations abound of bribe for examination scores, sex exchange for marks, sale of examination questions and other allegations dominate Nigerian universities on the level of moral decadence in the system. Corruption is an illegal and immoral act that takes two to tangle. If teachers want bribes and the parents are willing to play along, both teachers, parents and invariably the entire society have acted illegally and immorally because both are members of the society.

A case in point was the professor at the University of Calabar who sexually harassed his students and was found guilty and sentenced to years of imprisonment. There are lots of cases abound in other universities in Nigeria. Many of such cases are overtly and covertly reported, investigated and prosecuted.

Fundamentally, principled education involves the transmission of the right moral and ethical values to children by parents and this task ought to be performed by lived experiences. The issue of good parenting and good moral upbringing is the collegiate responsibility of the parents, teachers, community and entire society. A morally decadent corrupt society breeds corrupt and morally bankrupt children.

However, mitigating circumstances of moral decadence in secondary schools and higher institutions has been the systemic decimation through lack of funding and systematic demolition of self-esteem nature of the teaching profession in Nigeria. Teachers of higher institutions have been practically stripped of their dignity and reduced to glorified beggars who at some extreme, could hardly meet their family, moral and social responsibilities. Yet, they continue to progress in their profession in the face of adversity.

Benson, (2020) observed that in spite of the relevance of teachers and the teaching profession, Nigeria has not accorded the necessary priority to teachers and the teaching profession. This has accentuated the low quality of education and moral decadence because they will become ambivalent and not committed to putting their best in the teaching profession.

For quality and values education to thrive in Nigeria, efforts should be made to develop teachers who will guide the children in classrooms. Another step towards revamping the higher education system is the emoluments and general working conditions of faculty members that must be elevated to a state of responsibility that confers psychological boosts of self-esteem and above all, inadequate funding and other constraints.

Challenges of Higher Education in Nigeria:

There are several factors that affect the quality of education in terms of content, pedagogic delivery, learning/teaching methodology, and application of knowledge. These factors could be dovetailed into external and internal factors.

- Internal factors are critical issues embedded in the school and learning process that are within the control and confines of the school system. These factors border on:

- Quality of teaching
- Poor instructional methods
- Poor pedagogical strategies applications and indiscipline
- Poor absence of teaching aids or instructional materials
- Staff development.
- Similarly, a preponderance of these factors is associated with the external factors which have to do with:
 - Lack of good education policy
 - Corruption and embezzlement at all levels and strata in universities
 - Industrial actions of teachers and strikes by the students
 - Lack of motivation system
 - Culture and poor value system
 - Poor research funding
 - Poor teachers training programs



- Disconnect between industries and institutions of higher learning.

Industries and institutions of higher learning, lack of innovation and creativity, non-application of acquired knowledge, lack of entrepreneurial and skill training programs, lack of real-world problem-solving and developed situations. Also, a basic constraint that inhibits productive universities in Nigeria is the lack of mentorship and interdisciplinary teamwork.

According to Okogie, (2018) in Kuhn, (1984) experiential learning results from teamwork and developed strategies and solutions to fundamental problems of the society, man, and his environment. This can also give rise to constructive learning theory rather than certificate-driven education. Fundamentally, a typical constraint of the Nigerian university system is the lack of autonomy in learning and flexible learning paths. Benkun, (2010) asserted that apparent ‘‘learners’ disability was nothing more or less than teacher inflexibility’’. One of the critical goals of higher education for developing economies like Nigeria is to fast-track the learning and development of skilled and proficient workforces to manage the economy, in the factory to private/public enterprise and government parastatals. The level of manpower required must possess:

- Problem-solving capabilities.
- Decision-making attributes.
- Ethical and strong moral values.
- Critical thinking.

However, a stark juxtaposition between educational outcomes and socioeconomic transformation of the Nigerian society has become a mirage. This is because of the pathetic economic woes, political instability, numerous social vices, moral decadence, endemic corruption and nepotism, sacrificing meritocracy at the altar of mediocrity. Thus, there is a paradox of the quality of education that is given to the Nigerian society. The level of examination malpractice at the university level has attained a notoriety of its own. It has become an active participant in the scheme. Some students have allegedly refused to take part in cheating on grounds of their upbringing, while others are actively seeking ways to cheat. Teachers and parents have significant moral guidance to blame. The concomitant effect of this malady is the result of half-baked input into the higher education system that compromises the likely quality coming out of the higher education system. The inputs are tantamount to the low-quality outputs. This is akin to the popular terminology of garbage in, garbage out in the application of computer technology and usage.

A very disturbing scenario of higher education in the Nigerian system is the issue of learning environment. Most institutions of higher learning have deteriorated to glorified secondary schools, leaving the physical infrastructure at best embarrassingly and worrisome. Most embarrassing is the absence of effective instructional materials, lack of books, obsolete books in the library, lack of access to e-learning platforms through which teachers can communicate. The issue of accreditation is another key one in the Nigerian higher education system that affects quality and values education. The Academic Staff Union of Universities, ASUU, has been entangled with the Government of Nigeria on defining and redefining the accreditation process to instill a better level of professionalism and enhance the quality process of our universities.

ASUU most recently has been a series of back-and-forth attrition with National Universities Commission, (NUC) over the imposition of a Core Curriculum and Minimum Academic Standards on the Nigerian university system (CCMS) against the Benchmark Minimum Academic Standards, (BMES). According to Adamu, in the (2012) Education for Change Ministerial Strategic Planning, 2016-2019, and updated from 2018-2022, the content of the document reaffirms government commitment to strengthening institutional structures and establishing innovative approaches that would greatly revamp the educational sector.

Since the CCMS came on board, there has been a series of implementation problems because ASUU vehemently opposed its adoption and implementation owing to lack of input from ASUU and apparent shortfall of standards.



Accreditation of Nigerian universities, according to ASUU, is also fraught with discrepancies and falsehood. Most of these accreditation programs are greeted with hiring of materials, equipment, infrastructures and lecturers from sister universities. As soon as the accreditation teams leave, things are reverted to status quo, thus giving false impressions of the dubious quality and values of the university system.

Funding Mix-ups Versus Quality and Values Education

A profound drawback to the functioning of the education system is the abysmal funding pattern. Finance stands out as pivotal and fundamental. The government spending of GDP is a measure of quality education and spending to spread across the three tiers of education with preponderance of evidence of decreasing spending on higher education globally with most countries in Africa spending within the range of 10% of their GDP. Nigeria is barely spending 1.5% of its GDP on education. Furthermore, Nigeria also falls short of the UNESCO-recommended funding of 26% of national budget.

The inadequate funding of education has challenged both government and higher institutions of learning in terms of offering quality education, meeting basic research funding requirements, provision of instructional materials and competitive emolument structure to lead lecturers, amongst other issues. Government spending on higher education has been atrophied for the past decades. Akinsanya, (2017) averred that with a gradual substitution from government-dominant funding to internal funding of higher education, tertiary education funding could be more sustainable. Government has been the sole funding organ of university education in Nigeria with minimal complementary contributions from tuition fees and grants and endowments. However, in the US and other European countries, tuition fees contribute 60% to 80% to the university funding for public and private higher institutions respectively. Higher education funding should embrace two strong strategies. First, the equivalent of a sovereign education trust fund, which will be seed fund from both the tertiary education and a sovereign national fund created. Thus, the accumulated fund should be utilized for infrastructural development to be managed by international and local managers.

The fundamental funding policy should be abolished in terms of full scholarship to be established and provided for all students. This policy process should start with the identification of the professions and disciplines that are critical to urgent economic, scientific and technological development of the country. Apart from the scholarship scheme for students of development disciplines, it is fair by students in non-development areas to provide a funding buffer to subsidize the students of the development areas under scholarship. Udo, (2017) in his advocacy for the institution of tuition fees, claimed that this is better funding level that is assured to sustain the provision of better quality of higher education. However, the development profession is a function of the planning process that must be done from time to time to ensure and identify priority economic needs.

Essentially, advertising of higher education will bolster the funding capacity of higher education and hopefully result in better overall productivity in terms of learning outcome and research results to further economic development.

The Notoriety of Frequent Strikes by Staff and Student's Unrest

Increase in express of students and industrial actions by teaching and non-teaching staff emanate from poor funding. Efficiency comes from the maximization of the positives and the minimization of the negative, and this is typified in a corporate organization by revenue and cost functions. In higher education, the objective function is the maximization of the higher education outcomes, which includes the learning outcomes, research findings, innovative inventions, promotion of scholastic and lifelong learning, etc. Moody, (2023) have identified several strategies in reorganizing better funding arrangements for higher institutions. Despite the main research and touching focus, first and most importantly, higher institutions must drive specialization and not necessarily depend on government. Some higher institutions can be research-based, while others are teaching-based. Thus, research through grants and consultancy fees can generate a lot of capital to fund higher institutions. Endowments of chairs and alumni issues also serve as a veritable source of higher institution funding in Nigeria.



For higher institutions to be more economically viable, it would need to be more commercially treated in terms of:

- Sacking new markets to improve their capacity by improving on students' intake.
- Improving their delivery methodologies.
- Using more efficiently their idle resources like letting out unused or underdeveloped properties.
- Engaging in Public Private Partnership (PPP) projects with corporate outfits within and outside the university system.

The public-private partnership (PPP), most importantly for higher institutions in Nigeria, for sustainable funding is to ensure functions are not duplicated and costs are kept at the most optimum level. In an increasingly competitive world for scarce resources, the need for optimization and cost containment requires special focus and dedicated cost and management teams to drive the process. Accountability can also be strengthened in Nigerian higher institutions through self-imposed and self-directed corporate governance standards by the use of forensic auditors at certain periods.

The Revitalization of Quality and Values in University Education in Nigeria. The perceived abysmal fall in standard of education is directly attributed to the moral decadence in the Nigerian society. Values, ethics, codes, norms, belief systems, morals, customs, conventions, and virtues are all fundamental aspects of culture incorporated into the social, political, educational and economic fabric of a given society. These phenomena acquired by man through the ages are disseminated and transmitted from one generation to another through the powers of education. School as a function and product of the education system is saddled with the responsibility of the preservation and transmission of these societal phenomena and values.

It is therefore quintessential to uphold that quality and values are synonymous. Quality impinges on values and values depends primarily on what is qualitative. In striking a balance, the two concepts must be seen to be applied simultaneously. The school curriculums contents therefore are often oriented towards providing achievable programs to achieve its laudable objectives.

It is explicable that the quality of any school program invariably affects the growth, development, and culture of a given society. Oforma, (2022). Schools are not mere cocoons. They are founded on well-established logical lawful entities tantamount to strict laws, rules, conventions, regulations, and practices. The purpose of a higher institution is to manage and organize the available human and material resources to advise it in sync with the founding rules to achieve predetermined goals. Any shortfall of this will lead to dysfunctional consequences that must affect the development and well-being of society.

Paradoxically, the function of higher education in Nigeria is diametrical to what ought to be obtained from the values of education in Nigeria. Societies that have beautifully and ideally used values of education to their advantage continue to leverage the prodigious benefits of education. Anwuka, (2020), noted with dismay that the Nigerian university education system is riddled with dysfunctional consequences, giving rise to political upheaval and instability, economic woes, ethnic rivalries, religious intolerance, insecurity, and lack of good governance. These maladies are the indexes and symptoms of an underdeveloped society or nation.

To re-evaluate the values of higher education vis-à-vis quality higher education system, Unwali Ani, (2023) conducted a study and identified factors influencing quality of education in the Nigerian education system. These factors are:

1. Lecturers and teachers in terms of adequacy, free and post-employment training, quality and motivation.
2. Curriculums updated, rigid, functional or and diversified with imbued creativity.
3. Resources, funds, facilities for teaching and learning and this should be adequate.
4. Assessment and evaluation of systems, integrity, dedication and standardization.
5. Safety, security and school health.
6. Classroom population.
7. Reward and motivation for both teachers and learners, conditions of service.



8. Institutional and system management, ability to coordinate and infuse all other factors together in an environment that is secured.
9. Institutional accountability, transparency and openness in all dealings within and outside the university system.

Challenges confronting tertiary education service delivery in Nigeria Thereformation of Nigeria's higher education system towards attainment of educational goals are both optimistic and achievable. However, the path towards achieving these goals is obstructed by several pitfalls and challenges. A lot of these issues have been lingering on for decades. Obafemi, (2024), identified the following as some of the most pressing obstacles currently hindering the effective delivery of tertiary institutions in Nigeria:

Inadequate Infrastructure and Overcrowded Classrooms

Many Nigerian universities operate in conditions that are both substandard and detrimental to learning experience. Most of the lecture halls are dilapidated with worn-out furniture. Malfunctioning laboratories, which are essential for practical and acquisition of skillful learning, are often ill-equipped or entirely absent. While libraries remain overstretched and under-resourced, and the dearth of ICT facilities further exacerbates the crisis.

Brain Drains and Faculty Shortage

From the 1970s to the 80s and 90s, the Nigerian universities were once intellectual powerhouses attracting some of the highest minds from across the African continents. Unfortunately, today, many of Nigeria's best brains and brightest minds and intellectuals and top academics and professors seek opportunities abroad. The exodus of the intellectual capital is accentuated by the absence of a competitive system. As a result, Nigeria suffers from a dearth of highly qualified faculty members, leaving a yawning gap in expertise.

Insufficient Funding and Financial Mismanagement

By global standards, Nigerian universities are grossly underfunded. Government expenditure on higher education is woefully inadequate, leading to a plethora of negative consequences. This has led to low remuneration for lecturers, driving many of the country's brightest brains abroad. There is also lack of research funds, which stifles innovation and reduces Nigeria's contribution to global knowledge production.

Frequent Strikes and Policy Ecosystems

The Nigerian higher education system witnessed the highest number of frequent industrial actions on the part of academic and non-academic staff and student unrest. These frequent strike actions have constantly disrupted the academic calendar, making sessions become interminable. The lack of policy consistency and institutional instability further impedes the progress of the higher education sector. The academic instability, emerging technologies, and pedagogical strategies that demand and reverse the levels of the 21st century is completely non-existent.

Probabilities, Possibilities for Developments in the Higher Education Sector

Despite the numerous challenges confronting the Nigerian higher education sector, there exist vastly possibilities and opportunities for potential growth of implementing strategies that are well conceived and executed. Nigerian universities have the capacity and potentials for global competitiveness. The following strategies, well enunciated and articulated, can perform the match and catalyze this transformation:



Increased Investment in Technology and Digital learning

In today's world of total technology-driven hope, the entire globe has become a digital village that presents opportunities of access and quality within the Nigerian higher education sector. Investments should be prioritized in online platforms, virtual laboratories and simulations, particularly for service and engineering disciplines.

Partnering with Industries

This is to secure research funding, grants, sponsors, post-academic programs and drive innovation. The public-private partnership (PPP) initiative should be explored to leverage institutional growth.

Leveraging Alumni Networks

This is to leverage and establish robust endowment funds that can support scholarships. Engaging local and international donors to fund specific high projects and collaborate research initiatives.

4. **Entrepreneur and Skills-based Education.** Most global universities' curricula are moving towards skills-based education rather than the traditional theoretical subject-based model. Nigerian universities should focus on entrepreneurship. Nigerian universities should integrate and establish innovation hubs and cultivate job creators, not merely job seekers. Promote experimental learning through hands-on training, internships and projects.

5. **Faculty Development and International Collaboration.** Globalization offers a myriad of opportunities for knowledge exchange and academic collaboration. Nigerian universities should be globally recognized, competitive and relevant. They must prioritize faculty development and engage international partnerships.

To have global relevance and recognition, Bafamechun (2025) identified the following steps to be taken:

1. Improve enumeration packages and research funding to attract and retain world-class faculty who are committed to academic excellence.
2. Encourage international faculty exchange programs to expose both faculty and students to diverse perspectives and research methodologies.
3. Promote continuous academic development through workshops, seminars, and specialized training programs that foster lifelong learning. Through these initiatives, Nigerian universities can boost academic excellence, improve their research and teaching, and become globally competitive and recognized as world-class universities.

Conclusion.

The paper explored an introspective exposition of higher education in Nigeria, with a view of ameliorating the entrenched challenges of underfunding, obsolete curricula, and decaying infrastructure. It therefore calls for a synergistic effort between the government and the private sector and stakeholders to come to the rescue of the attenuating higher education sector. Its focuses on those concerns that remain passive, and the decaying quality and values university education system will continue to nosedive. The next generation of students will continue to suffer, and above all, the gains of a developed society, with all its tremendous developments and innovations in science and technology will elude our societies.

Recommendations.

For the realization of a world-class Values-oriented university system in Nigeria to be achieved, the following recommendations are germane:

1. Increase government funding for tertiary education. Governments should adequately fund university education, especially in critical areas of infrastructural development, faculty



- developments, and enhanced remunerations to attract world-class brains into the university system.
2. Adopt digital learning technologies and pedagogical practices must be prioritized. Online learning platforms, virtual labs, and AI-driven educational tools will enhance the quality of education.
 3. Embrace public-private partnerships. It is difficult for only governments to fund education in this day of attenuating the global economy. Collaboration with the private sector stakeholders will provide the needed funding for research and infrastructure.
 4. Continuous update and reinvention of the curricula regularly to catch up with innovations and creativity.
 5. Promote entrepreneurship and skills acquisition.
 6. Enhance capable and quality faculty recruitment, retention, and steady professional development.
 7. Integrate traditional and modern education teaching methodologies by bringing composite and relevant contents of the curriculums that are rich to inculcate value education.

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