

**AFRICAN SOCIAL AND EDUCATIONAL JOURNAL  
FACULTY OF BUSINESS ADMINISTRATION  
IMO STATE UNIVERSITY  
NIGERIA**

**VOL. 8 NO. 2 DECEMBER 2019**

**MANAGING TERTIARY INSTITUTIONS IN RIVERS STATE IN A DEPRESSED  
ECONOMY: CHALLENGES AND STRATEGIES**

**OKAI, N. OKAI, PhD.**

**Department of Educational Management, Faculty of Education  
Ignatius Ajuru University of Education  
Rumuolumeni, Port Harcourt**

**And**

**MICAH TIMOTHY EPBABARI**

**Department of Educational Management, Faculty of Education  
Ignatius Ajuru University of Education  
Rumuolumeni, Port Harcourt**

**Abstract**

*This paper is on managing tertiary institutions in a depressed economy, challenges and strategies. The paper focuses on the concept of public tertiary education, its management in a depressed economy for sustainable growth and development. It discusses team work, co-operation among members of the academia, institutional autonomy and the issues of internal democracy (committee system) as some indices (ingredients) of good management. The negative impacts of infrastructural decay in the nation's tertiary institutions in the face of depressed economy were also highlighted. Other major challenges include but not limited to inadequate resources, low standard of students intake (inputs), social vices on campus such as cultism bribery, corruption, quasi institutional autonomy and the likes were pointed out. Globalization and other innovations that integrate world economic to appreciate through trade, exchange of idea and movement of resources globally, leading to knowledge without boarder (making the world a global village) were critically examined. Some strategies on appropriate leadership styles and diversification that centred on management efficiency in tertiary institutions to work to not to work were prominently discussed. The paper thus asserted that if the human capital is properly harnessed, the climate of any organization (tertiary institutions incisive) will turn around for better, whether in economy depression or normalcy for sustainable development. The paper concluded that managers/operators of tertiary institutions must have a rethink from their conventional way of sourcing for fund. There should be a paradigm shift as to build, assist, establish customers and the larger society. The following suggestions were made: Vice-chancellors or provosts as the chief executive should be given the free hand to use their discretion, imagination, innovation, creativity and sense of prudence to judiciously and flexibly manage tertiary institutions in synergy with committees for the desired results; tertiary institutions should be organized and structured in a way to improved the alternative sourcing and managing of resources (human, material, finance and time). Quality assurance unit be built into management team/committees for total quality management and self sustaining programme.*

*Key Words: Tertiary Education, Management, Economic Depression, Funding, Diversification of fund, Bribery, Corruption and Globalization.*

## **Introduction**

Education generally is the key and gateway that unlock all forms of human growth and development. In fact it is very crucial and pertinent in Man Power development for the overall national development. The importance of education cannot therefore be over emphasized as it permeates all facets of human endeavour. Understanding the significances of education in human development in all ramifications and at all levels, Nigeria has adopted Social Demand Approach in the provision of education even at the tertiary level to her citizenry.

The Social Demand Approach, also called the Welfare Orientation Approach considers education as a social service that must be provided for every citizen as a matter of right cited in Asodike, Kaegon, Olawolu and Amadike, (2013). This means that every Nigerian child that qualifies to study in any educational institution should not be denied admission on the ground of financial muscles. The approach has resulted to increased students enrolment.

Consequently, more educational institutions are established especially after the civil war to accommodate the massive education demand. More so, education is one of the social items on the nations constitution concurrent list is liberalized, given impetus to both federal and state governments, individuals and corporate organizations to establish more and more educational institutions in the country, including tertiary education without corresponding increase in funding.

Tertiary education consists of university education, polytechnic, monotechnic, college of education and all its affiliated schools. It is education given after secondary education. For the purpose of this study, tertiary education can be divided into public and private institutions. The public tertiary education is owned and managed by either federal or state governments respectively, while private tertiary education is owned and managed by the financiers (Corporate body or individuals). This paper is interested in the public tertiary institutions.

The management of public tertiary education in Nigeria is basically directed towards the realization of educational objectives. It is pertinent to state that effort is made on the realization of educational objectives; furthermore, the emphasis is on effective allocation and utilization of education resources in the attainment of educational objectives. Hence, the main purpose of co-ordination of human and materials resources is for the attainment of tertiary educational objectives. Harries and Jenkins in Onukwu and Ogoni (2017), in their contributions, opine that the role of management in education is neither to focus exclusively on the analysis of activity in order to achieve sufficient quality and quantity products, but to emphasize efficiency in terms of cost of production.

Although, the national policy on education (2014) explicitly states that the provision of education is a government affairs, in this regard free education is to be provided by government in all levels when and where practicable. This was envisaged during the mid 70s of oil boom in Nigeria, where government contributing more than 70% budgetary allocation to fund education in the country. This, the public sector was then the major provider and financier of public tertiary institutions in Nigeria.

However, with the increase in the number of tertiary institutions and high students' enrolment rate, it become cumbersome, tedious and untenable for government to bear all the funding alone this is because such undertaken is not easy for government alone to bear neither could such venture last long. The reason is that other social sectors such as health care sector,

defence, electricity, water supplies and etc also depend on the available fund at government disposal to give adequate fund allocation in the education sector as a social service subsector competing with others.

For that reason, government has identified Education as an expensive social service that requires adequate financial provisions from all tiers of government for successful implementation of its programmes and objectives. As such, government further seek the collaboration of private sector, well meaning individuals, organizations and local communities for active participation through constitutional liberalization and deregulation of higher institutions. Liberalization in the establishment of educational institutions brought in many tertiary institutions in the country with high students population, currently there is a total of 170 approved universities, 152 colleges of education ([https://en.wikipedia.org/wiki/list\\_of\\_education-in-Nigeria](https://en.wikipedia.org/wiki/list_of_education-in-Nigeria)) and 123 polytechnics ([www.myschoolgist.com/ng/list-of-accredited-polytechnic-in-nigeria](http://www.myschoolgist.com/ng/list-of-accredited-polytechnic-in-nigeria)) altogether given a total of 445 tertiary institutions in Nigeria. Updated with NUC, 30/09/2018, NCCE, 2019 and NBTE, 2019.

But a cursory look at the public tertiary educational system in the country shows a total abandonment and infrastructural decay. The physical facility for teaching and learning in some of the tertiary institutions are inadequate, dilapidated, overstressed and improvised. Laboratories and workshops are old with inappropriate furnishing, power and water problems persist as noted by the NEEDS ASSESSMENT COMMITTEE established by the Federal Government of Nigeria.

The result is that cost of hiring staff, provision of students' accommodation and other facilities are sky rocketed from the reach of ordinary citizen thereby making higher education unaffordable, inaccessible and business for the class. Furthermore is the dwindling economic situation of the country, given negative effect on all aspects of the nations economy, including teaching and research activities. The quality of teaching and learning process in tertiary education, aim at providing highly skilled manpower that will act as a catalyst for national development is infiltrated by politics and social vices.

Presently, Nigeria is experiencing serious hardship, (economy depression). It is an ill-wind that blows no one good. It has affected every sector of the economy. The depression is a period of scarcity, high rate of inflation, unemployment and unstable economy. More worrisome is the negative effect of economic depression on the products of tertiary institutions in the social spectrum where some graduates of these tertiary institutions turn out to be neither skilled for employment nor self-employed in their chosen career or discipline. Moreso, fund allocation to tertiary institution is grossly inadequate.

There is therefore the need for tertiary education operators and managers to guide against poor quality of their products through proper management of tertiary education in the country. Management of tertiary education must make the right decision; employ good management strategies, for the right choice of human, materials and time resources in period of scarcity like this. Adequate plan for the right inputs, methods of processing the inputs and the quality of the outputs should correlate with the scarce resources for efficient and effective educational goal attainment. Managing tertiary education in a depressed economy is very imperative as it means coping with multi-dimensional financial challenges. Low standard of student intakes, poor academic performance of students, indifference in parents attitude to meet their children education needs, lack of motivation on the part of lecturers by their

employers. Others are social vices in and outside the campus. This work, in an attempt to address the above issues, critically look into the concepts of

- Tertiary Education,
- Management
- Economic Depression
- Funding
- Diversification

Other indicators to be discussed include but not limited to challenges of managing tertiary institutions in the 21<sup>st</sup> century.

- Causes of Economic recession especially in Nigeria (Bribery and Corruption).
- Managing tertiary institutions in a depressed economy (strategies for improved management).
- Funding tertiary education in Nigeria; and diversification of fund as alternative strategies for funding tertiary education (a critical aspect of managing tertiary institution).

### **Conceptual Clarification**

#### **Tertiary Education**

Tertiary Education in Nigeria as stated in the National Policy on Education, FRN, (2014:36) as earlier highlighted, consists of University Education, Polytechnic, Monotechnic, College of Education and all its affiliated schools. It is education given after secondary education. In Nigeria, tertiary education is constantly undergoing transformation. Such changes include changing from University College to full fledge University, examples are University College Ibadan was changed to full university in 1962. University College of Zaira was changed to Ahmadu Bello University, ABU in 1962. University of Port Harcourt initially took off as a university college in 1975 and was affiliated to university of Lagos, became a full fledge university in 1977.

Others had metamorphosed from special certificates awarding schools into conventional universities, for examples, School of Agriculture Makurdi changed to University of Agriculture in 1988, Rivers State School of Health was changed to Rivers State College of Health and Technology in 1984. It has started admitting students through Joint Admission and Matriculation Board (JAMB), a process of enjoying tertiary institution status. The same is true of Captain Elechi Amadi Polytechnic changed from School of Arts and Science to the present status. The list is endless.

The cost implication of such venture is enormous and requires careful and prudent planning for the use of few human and materials resources that are available to actualize its goals. Most of these transformations had been socially, economically, politically and culturally driven for the advancement of the society. In Peretomode in Ojule Kpade and Madu, (2007) asserted that “higher education is the facilitator, the bedrock, powerhouse and driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation”.

Tertiary education is saddled with the primary functions of teaching, research and community service is the highest level of education in Nigeria for nation’s building. They are governed by the National University Commission (NUC), the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE), for

Universities, Polytechnics and Colleges of education respectively. Their roles include principally to see that qualitative and effective management of human resources, funds and Maintaining a Minimum standard, accreditation and certification of their various courses are done Kaegon and Madu, 2017). Tertiary education, especially University education remain the factory where knoweldge are processed, defined and impacted on individuals that will help in transforming the society socially, economically and politically. Good management is needed for the viability and sustainability of tertiary education. Proper management strategies and techniques are the Panacea to drive tertiary education in a period of depressed economy in Nigeria.

### **The Concept of Management**

Management as a concept is the process of co-ordination of all resources (both human and materials) in an organization in order to attain organizational goals. It is the process of co-ordinating all resources for the purpose of attaining stated objectives, Obasi in Iluere (2017). Management is the harnessing of human and material resources, rationally towards the realization of pre-determined goals. The rational use of resources demands careful use of available resources to maximally satisfy the numerous needs of which the resources are committed. Hence, good management is the judicious and rational use of available human and materials resources including time for maximum goal achievement in an organization. It is scientific and requires some scientific process. Olum (2004), defined management “as the art or science of achieving goals through people. Management must be proactive, innovative and responsible in decision making process in handling affairs, aiming at sustainable growth and development of organization”.

Furthermore, it should be noted that the term management is a process that involves a series of events to produce the desired result, such events includes planning, organizing, directing, staffing, co-ordinating, budgeting and evaluation. Similarly Igbudu & Ipalibo (2017), asserted that the management process of education should be a success, when the act of managing is established, moreso at the period of economic recession.

Management is therefore the act of control, that bring direction to bear on other events (processes) indicators like planning to succeed. It is the ability in the use of what one has in getting what one needs. Tertiary education is expected to attain the desire goals maximally, through efficient and effective management of the system in the period of economic depression.

### **Economic Depression**

Economic depression is generally a period of prolonged economic down turn from prolonged economic recession. Put it differently, economic depression as stated earlier, is a period of scarcity, high inflation, unemployment and unstable economy. Lily Box, (2017), posits that a depression is a period of prolonged economic down turn arising from unending and extreme case of recession. He further opined that depression is characterized with

- (i) Unprecedented decline in peoples income
- (ii) Failure of business activities
- (iii) Disruption of a stable business cycle
- (iv) Catastrophic level of unemployment
- (v) Bank crisis

- (vi) Inflation and
- (vii) Lower rate of production and manufacturing.

It is a period of wants which require proper decision on the choice of what to produce, how to produce (Quality and quantity) and to whom to produce for the benefit of the society. It is a period that requires appropriate choice of men, materials, and funds for the attainment of quality products.

Since depressed economy adversely affect inputs, process and outputs in the tertiary institution setting, tertiary education must screen her raw materials (the inputs) usually from secondary education level for standard to meet the criteria for usage. This is where the mismatch between qualified and unqualified candidates suitability for tertiary education matriculation examination lies; whereby some parents/guardians are not able to afford some materials for effective teaching and learning process for their children and wards to meet up the university standard; this is as a result of lack of fund to provide the relevant needs of the students.

Similarly, tertiary education may witness faulty human, material and time resources as a result of non-availability of fund for smooth running of the institutions. Thus, all the stakeholders are affected negatively in a period of depression. It remains sacrosanct that in a period of depression, managers and operators of tertiary institutions must formulate, plan and policies, programmes for implementation that will enhance quality output for sustainability. On what constitute sustainability, the Academic Advisory Committee for the office of sustainability at the University of Alberta in Ojule, Kpade & Madu (2017) submitted that “sustainability is the process of living within the limits of available physical, natural and social resources in ways that allow the living systems in which humans are embedded to thrive in perpetuity”. That means, the management and administrators of tertiary institution, must work in synergy with its members – the component units (mechanisms) efficiently and effectively to optimally achieve the organizational goal.

There must be that harmonious working relationship existing among members of the various components parts (departments) in tertiary institution for goal attainment within a specific time frame, with the available resources. This can only be achieve through proper directing, co-ordination and enforcement (managing) of the various units (faculties) and departments in tertiary institution and provision of adequate fund. Fund for tertiary education has being one of the main problems for proper and effective management of any establishment. Therefore tertiary education, need extra sources of income/funding for sustainability. Tertiary education needs to diversify the sources of funding if it is to remain citadel of learning.

### **Funding Tertiary Education in Nigeria**

Fund is a sum of money saved or made available for a particular purpose. It is money that is available to be spent. Fund technically can be in any form, such as physical cash, provision of resources in settlement of debts or in exchange of goods and services. In the same vein, funding of public tertiary education in Nigeria is the act of providing resources usually in the form of money or other values such as effort or time (Sweat-equity), for a project without thinking of repayment.

It is the means of providing money, grants, or other values for use in the public tertiary institutions. Fund in the tertiary education is the life wire. It is the engine room in educational administration of tertiary institution, where other resources emanate. The importance of fund cannot be overstressed as no organization can carry out its functions effectively without adequate funding.

On what is considered adequate funding, UNESCO had prescribed that at least 26% of a country's total budgetary allocation should be given to education in developing countries. Nigeria government only accepted this directive in principle but in practice, it is farfetched. The budgetary allocation to the education sector in Nigeria between 1990s to 2008s revolve within the radius of 5.4% to 13% of the entire budget as shown in figure 1 below, reported in Tell magazine, in Amadioha, (2010) as against the suggested 26%.

Figure i

**Table -----: Federal Government of Nigeria Budgetary Allocation to Education from 1993 – 2005 in N Billion.**

Year	Budgetary Allocation to Education in N Billion	Percentage of Annual Budget
1999	7,999.4	7.3
1994	10,283.8	14.9
1995	12,728.0	13.0
1996	15,530.0	10.8
1997	16,840.0	11.5
1998	23,668.1	9.6
1999	27,713.5	11.1
2000	56,568.2	8.7
2001	62,567.2	7.0
2002	69,033.8	7.9
2003		7
2004		12
2005	135,740	5.4
2006		11
2007		8
2008	257.8	13

*Source: CBN Annual Reports 1997: 138, 2001: 142, 2002: 131 and National Freedom Jan. 2005: 6. Tell Magazine, November, 3d 2008:32.*

Even the recent years, budgetary allocations is yet to appreciate education as an important composite demand that if fully developed will bring the nation out of the present predicament. A look at 2012 to 2018 budgetary allocation reveals that Nigerian government is still treating education with levity. It was only in 2014 and 2015 that Nigerian government had given education sector the highest figures of 4,695 and 4,425 billions naira representing 12.95% and 12.45% respectively since independent. As can be observe from the figure II below, Federal Government of Nigeria had remained adamant to UNESCO call of 26%.

Figure ii

Summary: Education sector Allocation

Year	Recurrent Expenditure	Capital Expenditure	Overhead Costs	UBE Budget	Education Budget	Total Budget	Education Budget as % of Total
2012	317.89	55.06	27.19	63.12	463	4,697	9.86%
2013	337.53	71.94	23.29	76.28	509	4,987	10.21%
2014	421.03	51.28	22.97	70.47	566	4,695	12.05%
2015	441.34	23.52	18.32	68.38	552	4,425	12.46%
2016	426.85	35.43	17.99	77.1	557	6,080	9.17%
2017	375.11	50.43	22.89	95.18	544	7,441	7.31%
2018*	544.27	61.73	27.68	113.73	606	8,610	7.04%

Source: www.yourbudget.com Budget Office, Budget Research

Proposed Budget

However, Nigeria government knowing very well that education is an expensive social service and cannot single handedly bear the cost, welcome and encourages the participation of local communities, individuals and other organizations in funding education as earlier stated. Other bodies established to fund tertiary education in Nigeria include Education Tax Fund (ETF)/ Industrial Training Fund (ITE) or Tertiary Education Trust Fund (TETF) National Science and Technology Trust Fund (NSTTF), Petroleum Trust Fund (PTF) and etc.

Although, the major sources of funding tertiary education in Nigeria are government budgetary allocation, students fees and levies, donation and grants. They remain parts of the conventional sources of funding tertiary institutions in the country. These sources of funding have not been adequate. Tertiary education needs to diversify the sources of funding if it is to remain citadel of learning.

#### **Diversification of Fund**

(Alternative strategies for funding tertiary education- a critical aspect of managing tertiary institution) Presently, the size of revenue accruing to government at all levels in a mono-economy state like Nigeria is on the decline (reducing). In the face of the dwindle economy, the federal government through the National Universities Commission (NUC), the National Commission of Colleges of Education (NCCE) and the National Board for Technical Education (NBTE) enjoined all public tertiary institutions to generate fund internally at least 10% of the fund required to carry out various education programmes in any fiscal year. The quest to keep such directives has become the option by all, especially managers and administrators of tertiary institution in Nigeria, as over dependence on federal and State



Government subventions is now unhealthy for such institution. Even in developed economy, the quest for additional internal sources of revenue is necessary for maintenance of critical infrastructure as noted by Nakpodia, (2013). This policies by government is mandatory and a continuous call on all tertiary institutions in Nigeria as they strive for quality service. There is the urgent need to seek alternative internal sources of revenue to supplement government effort and it is paramount.

Some of these alternatives sources of funding tertiary education are through

- Donations and grant
  - Endowment fund
  - Commercial ventures e.g shops for rent, Agro-allied products and entrepreneurial activities.
- Others are maintenance culture.

Introduction of more programmes that will attract fund that are cost effective for institutions (sandwich studies programmes). Another is through public-private partnership (PPP) initiatives.

- Free flow imprest account system industries e.g cottage industries, cyber-café, farms and consultancy services for both students and the public.
- The use of internet and internet connectivity in its various multimedia platform to achieve globalization. An innovation about exchange of idea, human, maternal, resources and financial idea that provide multiple streams of income if properly harnessed.

#### **Donations and Grants**

These are another traditional sources of income available for financing tertiary institutions in Nigeria. These donations are made by individuals, Corporate Organizations especially, multi-national companies, non-governmental organizations (NGOS) communities who are eager to contribute to the development of education. Donations are free will gifts in cash or kind to institutions.

Similarly endowment are different forms of donation for a specific purpose in both cash and kind grant is another special donation also in either cash or kind. It is a gift to motivate a situation, performance or interest. There are local and external grant. In spite of the above sources enumerated, funding of tertiary education is still grossly inadequate. The federal government, as a means of finding solution to the unending financial predicament in the nation's tertiary institutions directed each university to generate at least 10% of its total revenue.

Consequently, tertiary educational institutions could develop different channels for the generation of funds. These include but not limited to commercial ventures, Alumni relations and association dues, research and consultancy services and many more ventures. These are building up of shops for rent, petrol station, cyber-cafes, school(s) for basic and secondary education, hostel/guest houses, launderette, renting of hall, bookshops, catering services and supermarkets among others.

Worthy to mention in tertiary institutions internal fund generation are Agro-allied products, farms and entrepreneurial centres. They constitute potential sources of revenue to higher institutions in the countries. Having outline some of these strategies for fund generation to arrive at the 10% mandate, it is pertinent to say that government funding of tertiary education is critical if institution is to achieve the primary functions of teaching, research and community service.

In similar vein, Okojie in Nwachukwu and Okoli (2009), opined that “one of the most critical challenges of tertiary education in Nigeria has been to source and deploy adequate financial resources to match the growth of university education in Nigeria”. This implies that, it is one thing for government to budget or allocate fund for tertiary institution in the country, and it is another thing to ensure that, budgeted fund are judiciously utilized by the various institutions concern without any form of corruption and mismanagement of funds, or diversion of funds meant for education to other use.

Alternative sources of fund are those strategies use internally to generate revenue for higher education. It could be building of staff and student’s welfare in the form of hostel accommodation and staff quarters where rent are paid by both students and staff to sustain the services. Training and retraining of staff for quality delivery gear towards efficiency and effectiveness in productivity be encouraged.

Another strategies is on stakeholders collaboration, by working together to strengthen some identified weakness through combined strengths in terms of resources and competencies (technical-know-how). This can be demonstrated in Research and development (R & D) to leverage on mutual benefits as it is carryout between university of Port Harcourt and some major oil and gas companies in the South-South region of the country.

Another significant strategies to sort for alternative fund in tertiary institution is through public-private partnership (PPP) initiatives. This strategy enhance team work between higher institution and other private sectors and philanthropic organizations that may be interested in education to assist in the provision of equipment, books and some capital projects for upliftment of educational institutions.

Operators of tertiary education need to sort and create avenue(s) for the private sector to render meaningful financial support to education in their area of operations (domain). The private sector would so doing; act as complementary agent to ensure a qualitative and quantitative education for all are achieved. Through invitation for seminar and other medium of communication, this awareness be given to private sectors to participate beyond their mandatory contribution to education tax fund, as education is the business of all sectors of the economy.

Supporting the need for private sector participation in education, Okolo, (2012), asserted that public-private partnership is capable of engendering development, and therefore, a strong public and private sector partnership should be encouraged in order to foster a strong economy that is private sector driven with the government as an enabler. In similar vein, Babalola, (2013) states that “public-private partnership in management of university educational institution is the working together whether in short or long term arrangement between public sector and private sector actors towards strengthening the weak areas in University, education and research by agreeing to share risks, expenditure and resources together”. This partnership brings together an atmosphere of support to systematically solve existing and emerging problems that could not have been easily solved by the university institution alone he contended.

Other collaborative efforts include embarking on activities that run free flow imprest account system such as cottage industries, farms, entrepreneurial skills development centres and cyber-café for both students and the public. Global networking is another viable sources of

income to tertiary education. Global networking enables ideas to be share or exchange among universities and other tertiary institutions around the world especially at this era of globalization and mass pursuit of education. Globalization of world economy is the integration of the world economics throughout the world in trade, financial flows, exchange of technology, information and movement of people.

Tertiary education should imbibe this global culture and adopt ardent consideration of development in line with the current trend in information and communication technologies (ICT) as it is done globally. The ICT will expose tertiary institution to international collaboration and other windows in terms of market far fund and grant will be available.

Hence a paradigm shift is required and necessary in university education not only to respond to global challenges but also to respond to the threats and opportunities presented by globalization and the use of new information and communication technologies (ICTs) Maweru (2011). As a strong suggestion to operators of tertiary education on the need to embrace globalization, to cope depression in the 21<sup>st</sup> century, Ahaotu, (2012) aptly pointed out that those institutions that can step up to this process of change will thrive, while those that bury their heads in the sand, that rigidly defend the status quo, or even nurse some idyllic vision of a past that never existed, are at very great risk. Even to the individuals, need to update your profile, your knoweldge in line with the current trend, using social media platform to function effectively in the 21<sup>st</sup> century – (characterized of knoweldge society) is total.

With the advent of the knoweldge society, many people are inquisitive to improve and update their knoweldge and qualification. Tertiary education managers should avail themselves to bring up programmes of studies that will satisfy its curiosity without losing standard as in its self sponsor financially. These include part-time studies, distance learning, sandwich studies and etc. It will provide fund that can be use in other sub-heading to boost education market in Nigeria.

To benefit from this opportunity is not enough to just offer more of the same programme, but to change their modes of operation and delivery to attract both Nigerians and foreign students who will pay premium tuition fee. The focus, should be practical skill acquisition on any course of study that is environment friendly to the learner (Industrial based). This goes to confirm Granados, (2011), who opined that “the work of higher-education institutions must be relevant – what they do, and what is expected of them, must be seen as a service to society; their research must anticipate social needs; and the products of their research must be shared effectively with society through appropriate knoweldge transfer mechanisms.

Maintenance culture is also a strategy for managing tertiary education in a depressed economy. Resources should be deploy in such a manner that, issue of wastage be highly prohibited. There is need to maintain infrastructural facilities. Maintenance of infrastructural facilities is the act of keeping them in a state that will discourage depreciation. Depreciation starts as soon as one postpone repairs that need urgent attention. In a bit to keep fit tertiary education in the face of dwindling economy/resource, Bulus, (2002), advised that administrators should.

- (i) Maintain what we have.
- (ii) Maximize the use of what we have
- (iii) Improve in the provision of needed resources.

(iv) Show commitment in the provision of resources as partners in growth and development of education enterprise. All these effort will go a long way to improve efficiency in tertiary institutions in Nigeria even in time of depression (hardship).

Maintenance should be preventive, periodic, recurring and emergency to combat breakdown of any system to be conversant with effective and prompt maintenance. Team work is an essential strategy for success in any school setting, tertiary institution inclusive.

Team work is defined as a co-operative process that allows ordinary people to achieve extra-ordinary results as declared by Scarnate, (2001). This goes to confirm the adage that says, no man is an Island. Every tertiary institution should not only practice committee system of administration but to ensure that committee members are given free hands to operate and function for the overall objective of the institution.

The principle of institutional freedom and university autonomy be maintained for democratic practices among committee members and the entire higher institution's community. This principle/strategy is very powerful when it come to productivity among members of the tertiary education community. Nwafor and Leton, (2016), maintain that recognition of work is key to an employee's success. Team/committee members should be regularly and consistently given positive recognition for their successful performance and accomplishment. They are key elements in administration of tertiary institution. Hence he further asserted that there are three important elements that administrators should consistently recognize:

- Outstanding performance – for those who exceed the goals/target and what is expected of them.
- Continued performance – for those who are consistent producers who fulfill their responsibilities and commitment, even though they may not be your star employees.
- Improve performance – for those who have made an effort to increase their performance and demonstrated progress as also in Nwafor & Leton, (2016).

Recognition is therefore very paramount for performance as activities of tertiary education is mostly of teaching and research.

### **Bribery and Corruption**

These are twin concepts that had brought the nation (Nigeria) developmental stride almost to futility. Corruptions is one of the social ills that affect the development of any nation including their institutions (tertiary education inclusive). Nigeria government introduced the EFCC; ICPC and other commissions to fight corruption practices. According to Otherman (2015) corruption is defined as the act of being dishonest; the act of accepting bribes; and immoral conduct and dishonesty exploiting of power for personal gain. It involves bribery which has to do with offering of money or other things to make somebody to do something, especially something dishonest or illegal Beribery involves two parties or persons – the giver and the receiver.

Legally, it means illegally influencing any person in the exercise of the public duty through the payment of money or anything of value. A careful observation reveal that these scenario abounds in our nation's tertiary institutions. Tertiary education must distant itself from these canker worm to remain standard, viable and sustainable in the 21<sup>st</sup> century agenda.

The ills of corruption can lead to social unrest, conflict and dissension among people, organization and tribe. Such concepts as quota system, positive discrimination, federal character in job recruitment and others are stage-managed and perpetuated issues emanating from corrupt practices instituted in tertiary education by government. The challenge of the 21<sup>st</sup> century is a step ahead of these institutionalized concepts that need proper understanding of umbrella concept

This policies by Federal government is a continuous call that management of tertiary institutions especially universities should explore ways to generate revenue internally without waiting on government to solve all their financial problems. As Nigerian tertiary institutions strive for quality service, urgent need to seek alternative internal sources of revenue to supplement government effort becomes paramount.

For now, the issues of funding and over dependence on government subventions have become the most persist and thorny challenges militating against tertiary institutions in the country. Academic staff union of university Asuu and their counterparts in Polytechnics in the federation had been demanding adequate fund to meet their primary assignments as well expansion of academic programmes but all to no avail. A situation that had led to incessant industrial disharmony between the Academic Staff Union of Universities and Federal Government of Nigeria. The most recent impasse between the unions and Federal Government was a glaring case in point, the both unions have been in dispute with government since November 4, 2018 and was just suspended on Friday February 8, 2019.

Managers and administrators of tertiary education must therefore seek or look at other funding strategies to manage tertiary education especially in the period of depressed economy. Such strategies though inexhaustible include the followings;

- Alternative sources of fund
- Maintenance Culture
- Introduction of more programmes that will attract fund that are cost effective for the institution.
- Diversified other sources of funding tertiary institutions.

### **The Challenges and Strategies**

The challenges of the 21<sup>st</sup> century anchor on Diversification of fund, Globalization, the use of information and communication technologies (ICTs) and appropriate leadership style for tertiary education. Diversification of fund is the cardinal challenges of tertiary education in the 21<sup>st</sup> century. Tertiary education especially university in Nigeria must look forward for alternative sources of funding to implement her programmes and activities to remain relevant, viable and sustainable in a period like this.

Diversification is the ability to develop alternative sources of fund to finance various programmes and activities outside the regular government subventions. Tertiary institutions should diversify into economy activities and services such as building hostels accommodation for rentage, cyber cafe, cottage industries such as in food processing, agro business, poultry and fish farming, piggery, rice cultivation, cutting machine(s) to generate fund.

Fund should also be generated through consultancy services, agro-allied products, commercialization of research findings, products and contracts. The commercialization of university activities also includes rentage of institutions properties devoid of exploitation. The

21<sup>st</sup> century sees tertiary education as the manufacturing industry for high caliber man–power in any country.

However, the quality of her man power is directly proportional to the quality of her inputs and process. Better inputs and processes applied will results in quality outputs. Hence, it will be able to attract donor agencies both locally and internationally in their specific area of needs and priority.

Grants and financial assistance will be available for quality research and scholarship for outstanding performance, individually and co-operatively. Another key area is in globalization as previous pointed out. The world is changing in technology rapidly, and education should not be left behind. The Nigerian educational reform in tertiary institutions and the economy should target the changing rate of the global society. Marwa in Osaat, (2013), sees globalization as the latest technological effort in reducing the physical distance among nation and societies of the world through information transfer at a speed that is hitherto unknown in information technology. It has turned the world as a global village.

The major force behind globalization is information and communication technologies (ICTs) Internets. This global innovation call for advanced university and other higher education training in computer communication system, computer system, information science parallel and distributed system, software engineering and etc in education. It become imperative that tertiary education must internally and externally compete to attain globalization for all its benefits in the 21<sup>st</sup> century. Students’ revolving loan scheme for students with proven credentials to cushion the effect of depression on their educational needs. Umpire of tertiary education must bear in mind that any development rest with its quality manpower, who act compass in the development of the nation.

As a way to underscore the importance of quality manpower, students work experience scheme (SWIES) should be intensified by supervisors for quality assurance. The notion of train the trainer workshop should be vigorously pursuit; to reduce cost on manpower development. If cost on manpower training is reduced, administrators of tertiary education will be able to have reserve and show resilience to economic recession.

The last but not the least is the quality of leadership style adopted by the tertiary institutional administrator(s). As opined by Uzonwune, (2016:544), “it is incumbent upon the school administrators to be rational, prudent and flexible in using the school resources efficiency and effectively. They should be concerned with doing the right things rather than doing things right; producing creative alternative rather than solving problems; optimizing resources’ utilization rather than safeguarding resources; and performing to obtain results rather than following duties”. The emphasize here is that, education is not based on facts alone but critical thinking for creativity.

The federal ministry of education and Youth Development in (1993) had prescribed the antidote to cure schools distressed syndrome for every school administrator to acquire managerial attitude, skills and knoweldge both in policy and decision formulation for implementation. The administrators should be proactive in problem solving and the application of relevant theories on the principles, process and practice of school management in a changing world he buttressed.

**Conclusion**

Management of tertiary institution especially in a time of depression is not an easy task. The process requires creative and innovative mind to be successful. The chief executive must be surrounded with people of integrity, probity and accountability to be efficient and effectively functional.

Besides, the school environment where every committee and group of individuals is involved (usually as teaching and non-teaching staff) has to live up to their responsibility to deliver their task/assignment on schedule. It require the collaboration of sound and articulated mind for the wisdom and understanding of the practice of internal democracy and institutional autonomy in sourcing for fund, especially as no government establishment in Nigeria is completely give adequate fund t o run its affairs since the oil price dropped. Nigeria as a mono-economy state, cannot adequately fund her institutions. It is left for chief executive of those public institutions including government tertiary institutions to seek for alternative sources of income to complement that of regular government subventions.

With the appropriate leadership style(s), the administrators of tertiary education should engage season administrators with probity, wisdom and understanding to turn around the fortune of such institutions to meet up with world best practices through fund and wealth creation. Multiple streams of income for tertiary institutions and sound mind devoid of social vices will get the institutions out of the woods.

Besides, is the call on all and sundry of well meaning individuals, companies and communities for public private participation in funding tertiary education in the country. Government should therefore ensure that fund budgeted or allocated for tertiary institution in the country, are judiciously utilized by the various institutions concern without any form of corruption and mismanagement, even diversion of such funds. The ills of corruption can lead to social unrest, conflict and dissension among the university people, organization and tribe.

**Suggestions**

Here below, are some suggestions that would blossom our tertiary education out of the challenges into a splendors of knowledge for sustainable development. The Vice-chancellor or Provost is the chief executive should be given the freehand to use their discretion, imagination, innovation, creativity and sense of prudence to judiciously and flexibly manage tertiary institutions in synergy with committees for the desired result(s).

Tertiary institutions should be organized in a way to improve the sourcing and management of resources in the form of human, materials, finance and time. Quality assurance unit, be build into management team and committees' work for total quality management and self-sustaining programmes.

Staff morale in the form of promotion should be given premium while social vices like examination malpractices, cultism and untidy environment to reduced to the bearest minimum. There should be international co-operation between higher institutions in order to share knoweldge across borders and collaboration in certain key areas of global concern such as global warming and desertification.

**OKAI, N. OKAI, PhD. AND MICAH TIMOTHY EPBABARI**  
**MANAGING TERTIARY INSTITUTIONS IN RIVERS STATE IN A DEPRESSED ECONOMY:.....**

---

**References**

- Ahaotu, I. (2012). Repositioning UNN the Journey so far. Retrieved on July 4, 2014 from <http://unn.edu.ng/news/repositioning-uu-journey-so-far>.
- Ahmed, S. (2013). Availability of funds and utilization in Federal Universities of Technology in North-East Zone of Nigeria. *multidisciplinary Journal of Science, Technology and Vocational Education (MJOSTEVE)*. Vol. 2, No 1, Pp. 80-90.
- Ahmed, S. (2015). Public and Private Higher Education Financing in Nigeria. *European, Scientific Journal*, March, 2015, No. 71 SSN:1857 7881 print ISSN 1857 – 7431.
- Amadioha, Samuel W. (2010). *Synthesis of curriculum studies*. Port Harcourt Knoll-prints No. 1 Opobo Crescent.
- Asodike, J.D; Kaegon, L.E.S; Olawolu, O.E & Amadike, N. (2013). *Educational Planning and Supervision: An introductory text: 13 Onudi Street, Orazi Port Harcourt*. Info media Grafik.
- Babalola, J.B. (2013). *Cost and financing of University education in Nigeria higher education*. Kluiver: Academic Publishing.
- Bulus, I. (2002). Resource planning, provision and management at the institutional level. In G.O. Akpa, (ed). *The 21<sup>st</sup> century principal in Nigeria*. Jos: Ichejum Publishers.
- Granados, J. (2011). *Commercialization of Higher Institution*, <http://>
- Igbudu, J.N. & Ipalibo, W.B. (2017). *African Journal of Education Research and Development (AJERD)*. University of Port Harcourt. Enhanced Digital Technologies.
- Ihueme, L.N. (2017). *African Journal of Education Research and Development (AJERD)*. University of Port Harcourt. enhance Digital Technologies.
- Kaegon, L.E.S. & Madu, O.M. (2017). *African Journal of Education Research and Development (AJERD)*. University of Port Harcourt. Enhance Digital Technologies.
- Marwa, M.B. (1999). *The transforming power of Globalization in the Globalization and Nigerian Economic development, the Nigerian Economic society (Proceeding of one day seminar held on 11 February)*.
- Maweru, A; Sawale, E; Guyo, F. & Shano, Y. (2011). Financing of higher education in Africa. A case of Ethiopia public University revenue diversification strategies. *European Journal of Business and Management* 3(3). Pp. 86-100.
- Nakpodia, E.D. (2011). Work Environment and productivity among Primary School Teachers in Nigeria. *Ethiopia, International Multidisciplinary Journal*, 5(5)22, 367-381.
- Nwafor, S.O & Leton Ledisi, (2016). *Managing Schools for productivity. Emerging perspectives*. Port Harcourt. pearl publishers international Ltd.
- Ojule, I.C. Kpade, O.M; & Madu, O.M (2017), *African Journal of Education Research and Development (AJERD)*. University of Port Harcourt. Enhance Digital Technologies.



- Okolo, B. (2012). V.C. advocates public/private partnership as a vehicle for national development. Retrieve on June 1, 2015 from <http://unn.edu.ng/news/vc-advocates-public-private-partnership-vehicle-national-development>.
- Osakwe, R.N. (2012). Challenges of information and Communication Technology (ICT) education in Nigeria Public Secondary Schools: Education Research Journal 2 (12), 388-391. Retrieved from <http://www.resjournals.com/ERJ>.
- Othman, T.A. (2016). Know about corruption. Shehu Shagari way Abuja. Noble creation integrated concepts Nig. Ltd.
- Uzonwune, Jovita O. (2016). Managing schools for Productivity. Emerging Perspectives. Port Harcourt. Pearl Publishers International Ltd.
- <https://campusbiz.com.ng/list-of-universities-in-nigeria/campusbizjournal>.
- (<https://en.wikipedia.org/wiki/list>).
- ([www.myschoolgist.com/ng/list-of-accredited-polytechnic-in-nigeria](http://www.myschoolgist.com/ng/list-of-accredited-polytechnic-in-nigeria)).