



The Declining Quality of Education in Nigeria as it Affects the Enterprise Manager

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Abstract: *This paper theoretically examines the declining quality of education in Nigeria as it affects the enterprise manager. The assessment comprises of the background to the study, statement of the problem, concept of quality education, problems of education in Nigeria which includes (poor governance & management, poor funding and neglect of the education sector, corruption, poor infrastructure and training facilities, poor teacher's welfare, lack of dedication of teachers, lack of high performers and high level of exam malpractices). The paper further explored the impact of low quality of education on the enterprise manager, and finally a conclusion and recommendation was proffered that Nigeria needs to make a strong redemptive move to spare training and the eventual fate of the nation.*

Keywords: Education, Enterprise Manager, Nigeria

1.0 Background of the Study

The nature of training in any country is one of the major keys to national development but the decrease in the quality and standard of education in Nigeria is becoming quite alarming (Olawale, 2017).

The Nigerian school system is increasingly faced with numerous complex challenges. It has been generally observed that the standards of education are on a free fall, likewise the very much cherished morals. Some scholars have argued that the students are to be blamed for their non-dedication to studies, others insist that the blame is more for other stakeholders such as the Government and Teachers etc. Whichever direction the blame goes, a greater percentage of scholars believe that the poor quality of graduates produced by educational institutions, reflects the non-dedication of the current crop of teachers, poor management of our schools, poor infrastructure etc. We have effectively dimensioned the blame game, back and forth, and no matter the dimension one takes, it won't be a simple undertaking to divulge the conditions encompassing the decreasing nature of Education (Arong & Ogbadu, 2010).

It won't be an exaggeration to state that if there is any issue that is on the front burner, and is regularly bantered among instructive partners, it is the issue of declining nature of

training. African News, V.O.A of fifteenth February, 2009 announced that only 20% of Nigerian alumni have quality (sound) education to make them compete for jobs in the labour market, the remaining 80% do not have sound education. This number would be much worse by the end of 2020 and near future. The need to get the systems working is most paramount to the educationists and the enterprise manager.

This paper tends to expose some of the root causes of the continuous decrease in the nature of instruction in Nigeria, especially as it affects the enterprise manager and make the necessary recommendations.

2.0 Statement of the Problem

The issue of the declining quality of education as it affects the enterprise manager which speaks to the difficulties of the Nigeria's labour market, for example, meeting its work force needs. A good number of employers have been stunned that some alumni candidates can scarcely compose, nor are they conversant in the English language-which, incidentally, is the language of instruction in the country (www.dailytrust.com.ng/debating-quality-of-education-in-nigeria.html).

It is in this feeling an increasingly all-encompassing way to deal with quality merits consideration; all things considered, an issue analyzed is an issue half understood.

Defining and measuring quality in our educational system and comparing quality across nations, in the broader meaning of the term, is a more-or-less impossible task. The aspiration of this paper is unmistakably progressively constrained, addressing how well advanced education graduates are set up for working life. The improvement towards mass advanced education has prompted a developing worry around a few parts of value, including the importance of advanced education for the work market. As a result of the fast development, graduates have secured occupation outside the knowledge bases that the colleges generally arranged for. Even if graduates get employment, there remains the question of how well they are prepared to conduct the work-tasks. The observed decline has affected the performance of the enterprise manager and has, on the overall, decreased organizational output, be it product or services.

3.0 The Concept of Quality Education

The concept of education is not something to give a generally accepted definition. For there are such huge numbers of definitions as there are many authors who tend to define it from their own points of view. Collins concise English dictionary defines education as "the act of or process of acquiring knowledge and the theory of teaching and learning". Kaita (1969) cited in Arong and Ogbadu (2010) sees it to mean "learning which is training and bringing up". According to Peters (1987) cited in Arong and Ogbadu (2010), education is a process of socialization, enculturation and transmission of what is worthwhile to those who are committed to it, be the children or adult. This conception implies that those who go through it want to improve themselves. Okafor (1988) cited in Arong and Ogbadu (2010) sees training as a procedure of cultural assimilation through which the individual accomplished the advancement of his possibilities and their most extreme actuation when important as indicated by right reason and to accomplish his perfect self-fulfillment. Cremin (1971) cited in Arong and Ogbadu

(2010) defines it as a deliberate systematic and sustained effort to transmit, evoke or acquire knowledge, values, attitudes and skills. For Cater Good, education is the craft of making accessible to every age, the composed information of the past. Comparing Okafor and Cremin's definitions, we would prefer that of Okafor because it is nearer to our own view which sees education as a lifelong project. Education should be seen as starting from birth and ending at one's death.

Training is intended to convey what it should convey (profits). Any type of Education coming up short on those profits, has no quality. As indicated by Professor L.J. Ogbadu in the forward of open privileged insights of scholastic brilliance, quality training is that its item had sound instruction which can be safeguarded by its alumni items. From the previous, it could be appropriately found that, when the level of greatness in instruction brings down ward development, its quality is then said to fall.

Quality training or education is intended to *involve a blend of three elements of the Head, the Heart and the Hand (the three H's) and any society that fails to achieve this blend will end up producing half-baked graduates* (www.abuad.edu.ng/the-decline-in-quality-education-in-nigeria-1-the-purpose-of-education/).

4.0 Problems of Education in Nigeria

Poor governance and management

One thing that has disabled most areas in Nigeria today is poor administration and implementation of policies. The instructive area isn't an exemption. The government's frame of mind towards critical issues like education, particularly its quality, is languid. This circumstance can be seen on all levels of education. The management of our institutions of learning has been left for politically minded officers. More attention is paid to the protection of political and ethnic interests rather than engaging the services of professionally trained and qualified administrators.

Poor funding and neglect of the education sector

The educational system in Nigeria is ineffectively supported by previous and current government in Nigeria, both at the local, state or federal levels. United Nations Educational, Scientific, and Cultural Organization (UNESCO) prescribes that 26% of a country's budgetary limit ought to be dispensed to the education segment. As indicated by the examination done by a main news source "Every day Trust" in 2016, the joint use budget of the federal government and 33 state governments on education is 8.44% of their complete spending plan for the year. This is way lower than the prescribed benchmark. Governments in Europe and American has since gone beyond the set limit, knowing the importance of quality education to the economic development of their respective countries.

Corruption

Corruption is prevalent in each and every sector of Nigeria's facet including Education. It happens in the instructive framework at an alarming high rate and level. Accepting unsolicited money is commonly practiced by the administrators as well as instructors in our school systems. Monies made available for the educational framework including upkeep, and running

of schools and foundations are being tampered with. Additionally, the role played by parents and Guardians in the growing corruption in our educational system is quite huge. As per the report by the Independent Corrupt Practices and Other Related Offenses Commission (ICPC), corruption is endemic in Nigerian Universities today and there is an absence of political will to manage it.

Poor infrastructure and training facilities

Most schools and establishments in Nigeria are in terrible conditions. In many public schools in the Nigeria, the training conditions are far from being conducive. The structures are in a dilapidated condition while good educational materials are rarely utilized during trainings or learnings. Various researches have shown that very little impactful learnings can be achieve in an unconducive environment; the rate of assimilation grows deem in the face infrastructural deficits in the educational framework.

Poor teacher's welfare

This is another serious issue influencing the growth of quality education in Nigeria. It is one of the results of both responsible budgeting and debasement of the nation's foundation. This is the proverbial hen that lays the golden egg. Poor salaries and rewards, openly seen in both public and private institutions, are some of the issues that the teaching workforce face in Nigeria. It is a miserable practice that instructors, now and again, engage in destructive labour practices before they could get any reasonable pay increment or get the government or administrators to look into issues that borders on their welfare. This ought not to be, considering the role teachers or instructors play in creation of a desirable workforce.

Lack of dedication of teachers

This is an immediate impact of the poor welfare of the instructors or teaching staff. In recent times, teaching isn't viewed as a rewarding career path in Nigeria. In this way, very few individuals need to progress toward becoming teachers or to remain in the calling. The ones that have been trapped, are no longer devoted, some even abhor their employments. The greater part of the teachers in Nigeria engage in extracurricular activities just to meet up with financial demands of their various families. Along these lines, they invest more energy going after these activities instead of impacting knowledge in classrooms. Some others even carry out such activities like selling of garments and different things within the school environment at the detriment of the learning process of their students.

Lack of high performers

It's anything but a mystery that there are educators in Nigeria schools particularly at the essential instruction level that are underqualified. There have been situations where instructors can't communicate in English appropriately. Likewise, most instructors come up short on the best possible training that will empower them go over the truly necessary quality training. This is mostly caused by the absence of high performers who are more interested in working for the high paying multinationals than engaging in the low paying teaching jobs in Nigeria.

High level of exam malpractices

There is a disturbing high rate of exam malpractices in Nigeria. It can be traced to lack of studious lifestyle of the students, poor upbringing by the parents and the nonchalant attitudes of the instructors. The failure of successive legislations to check this has caused a genuine

decrease in the nature of the Nigerian instruction framework items (level of learning). The high level of malpractice in our institutions of learning has led to low quality workforce available for the enterprise manager.

5.0 Impact of Low Quality of Education on the Enterprise Manager

Education is the soul of any nation, the key to its secured future. It is a well-known fact that the education system in Nigeria is decaying. This poor condition of the nation's learning culture, which has affected the economic growth of both private and publicly owned enterprises, has been ascribed to various causes including underfunding, low-quality of the teaching staff, poor infrastructural framework, poor instructors' welfare and nonappearance of devoted specialists etc.

From primary through secondary to the tertiary level, the decay is stunning. It is a decline, which must be dimensioned if the future of the enterprise manager would not be drastically jeopardized.

For several years, employers have decried the falling standard in the overall educational framework and more especially, our institutions of higher learnings. They have seen from progressive governments a foundational brokenness that has kept on hindering the development of instruction and the nature of alternatives accessible for business contemplations. They have likewise seen how an energetic scholarly culture that reproduced skippers of enterprises and sentiment leaders, has been supplanted by a raging, consumerist pattern producing nurseries of mediocrities.

The enterprise manager has been faced with an alarming dearth of knowledgeable manpower leading to low industrial performance compared with counterparts in developed countries. The poor educational system has consequently limited the number of industry fit graduates available to the enterprise manager for recruitment and employment.

6.0 Recommendations and Conclusion

A complete overhaul of the existing curriculum is imperative to upscale standards and redirect the focus and mindset of the youthful population towards learnings that can challenge status quo and bring out the creativity in an ordinary Nigerian child. The Multinationals and other high valued organizations that operate in Nigeria must be consulted for their input in the new school curriculum. This is to ensure that the outputs from the educational system is trained or instructed to the need of the enterprise manager. This will also enable our schools understand the relevant skills and knowledge needed in the industries, and as well educate the students in that line. Technical institutions should be equipped with both the needed human and material resources that will enable them produce technically sound technicians that can replace the many expatriate technicians that service most of our industries. The Nigerian child must also start the procedure of internalizing the dream of our forefathers, with a view to living it, through the philosophical framework of an education system that includes vigorous re-introduction of history and civic education.

It is obligatory on governments and other organizations to see that the education system is improved at all levels, both infrastructural and otherwise. Teachers should be trained and retrained while being paid competitive salaries and allowances, as at when due. Incentive schemes should be put in place to encourage hard work among the teachers and students alike, and also to attract the best brains to the teaching profession. Strident legislations should be enacted and implement to guide against examination malpractices. Culprits, be it teachers or students, should be made to face the full wrath of the law. What's more, since the future improvement of the country is attached to its adolescents, government at all levels must make the necessary investment in specialized training of the teeming youthful population. The nation should endeavour to sustain a framework whose items would be aggressive with their partners in the remainder of the world.

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