

AN OVERVIEW OF INDUSTRIAL HARMONY IN PUBLIC UNIVERSITY SYSTEM IN NIGERIA: A PANACEA TO QUALITY EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract

University is a citadel of learning and an apex of educational institution. Any country that has functional and efficient educational system is achieving national development as it produces people who can transform the economy of that nation. Nigeria which is one of the developing economies needs functional and quality education if they must achieve the much desired national development. It has been noticed overtime that there is industrial disharmony which truncates academic activities. It becomes imperative that without industrial harmony there cannot be smooth flow of academic activities that can transform our country to national development. Nigerian government should adopt educational policies that are in line with global standard. It was concluded that government should give priority to education especially university because of her incessant strike action so that such dehydrated monster should be curbed. FGN should be keep to all agreements reached with ASUU as to ensure flow of academic activities. The researchers recommended that government of Nigeria should place high premium on education by meeting up with the recommended 26% educational spending prescribed by UNESCO, to help revitalize the higher education system. Government at all levels should allocation a reason amount to educational sector in their annual budget. Academic staff should be well motivated to reduce brain drain and ASUU's agreements with FGN kept as to curbing the incessant strike actions in public universities that disrupt academic activities.

Keywords: Industrial harmony, Public University, Quality Education, Sustainable Development, Nigeria.

Introduction

The University is an institution of higher learning and knowledge is the core business. Its principal mission is the generation, dissemination, advancement and application of knowledge in the service of society at the local, regional and international levels.

Krishina, (2016), opines that universities play these roles research, information transfer, and technology development which are very critical to national social progress and economic growth.

In the service to the community and the nation at large, universities are supposed to be of high ethical principles regarding quality and the training they impart and the research they undertake (Krishna, 2016).

However, industrial dispute in Nigeria university system has become so rampant that this mission seemed to be eroded. Our university system is characterized by incessant strike actions that academic calendar is mostly of the times disrupted. The past two decades had witnessed strike actions so frequently that an academic session was lost in particular striking period. Olujuwon (2002) opines that “we have witnessed strikes and counter-strikes, and sympathy strikes from one institution to another for up to months or years in the country”. Strike action is an ill wind that blows nobody any good as its negative effects are so enormous on everyone, the students who might get involved in crime and criminology as result of idleness, parents/guards who are agitated on the long stay of their children/wards in the university. University management cannot determine when students can graduate and plan the admission of new intakes. This generally builds stress on all concerned. It is impertinent to say that these industrial disputes which most times result to strike action are only applicable to public schools.

Ajadi (2010) states that public university’ systems are inefficient because of frequent strike action and deplorable infrastructural facilities. He reiterated that universities would not be able to deliver their services efficiently because of shortage of manpower and other physical facilities.

Nigeria educational institutions have experienced disharmony in recent times, instability and other forms of industrial conflicts. This situation has resulted in low productivity because of when the strike was suspended it was usually crash programme as lectures were rushed to enable students concluded that semester/session to enable them move to the next level or leave the system. A number of factors are responsible for this industrial dispute ranging from staff welfare, poor-funding, lack of autonomy, insufficient infrastructural facilities, largely not keeping agreement from fallout of the previous strike action, (Enyi, 2001).

Nworgu (2005), posits that most Nigerian universities have experienced series of crises caused by management inability to agree with union leaders in staff welfare and other issues that border on sustainability of the university system. Industrial relations, one of the major areas of concern to the government, employers of labour, investors and trade unions of any industrial community is the maintenance of industrial harmony for the proper growth and development of the economy and the nation. This is so because; industrial conflicts disrupt both the process of productivity and the free flow of services.

Academic Staff Union of Universities (ASUU) was formed in 1978, a successor to the National Association of University Teachers formed in 1965 and covering academic staff in all of the Federal and State Universities in the country. The union was active in struggles against the military regime during the 1980s.

In 1988 the union organized a National Strike to obtain fair wages and university autonomy. As a result, the ASUU was proscribed on 7 August 1988 and all its property seized. It was allowed to resume in 1990, but after another strike it was again banned on 23 August 1992 (Nwala, 1994). In 1994 and 1996 during the regime of late Sani Abacha, the Academic Staff Union of Universities (ASUU) carried out an industrial action throughout the federation which lasted for more than one year over good working conditions and dismissal of staff. Also in 1999, when Obasanjo came into power as a civilian president, ASUU went on a nationwide strike which lasted for five months before it was called off. In 2001 also, ASUU went on strike which lasted for three months old. Also in 2002 ASUU also embarked on six months old strike action over the better working conditions (Doubleglist, 2013).

Similarly, in 2009 the ASUU also embarked on six months old strike demanding for a revised salary structure and better working conditions. In 2010, the academic staff union of universities in the south east states of Nigeria embarked on five months strike over the non-implementation of the 2009 FG-ASUU agreement. On August, 2011, the Nigeria Labour Congress also embarked on nationwide warning strike over the non-implementation of the new national minimum wage by the federal government as promised by the President, Goodluck Jonathan during his campaign. On June, 2013, ASUU also embarked on national strike which lasted up to eight to nine months on the ground that the 2009 FG-ASUU agreement and revitalization of universities with 1.3 trillion naira over a period of six years has not being fulfilled as earlier promised.

However, considering the past history of Nigerian industrial relations, one may conclude that industrial conflict is a dominant factor in the Nigerian Labour Relations (Doubleglist, 2013).

ASUU embarked on warning strike action on 9th of March, 2020, pressing home their demand on none fulfillment of 2009 Memorandum of Action, and the issue of getting ASUU to enroll in Integrated Payroll and Personnel Information System (IPPIS). These were not addressed and full blown strike started on 23rd March, 2020, and the negotiation was affected by the corona virus lockdown. All these strike actions have negatively affected studies, research and progress that in university as whole.

Review of Related Literature

2.1 Conceptual Framework

2.1.1 The Concept of Industrial Harmony

Industrial Harmony refers to an industrial environment where workers along with their union and management understand and accept each other as partners in progress; where cooperative attitude is mutually beneficial in terms of output, performance and rewards.

Otobo, (2005); Osad and Osas, (2013), posit that Industrial harmony refers to a friendly and cooperative agreement on working relationships between employers and employees for their mutual benefit (Puttapalli and Vuram, 2012), opine that industrial harmony is concerned with the relationship between management and employees with respect to the terms and conditions of employment and the work place. In effect, it is a situation where employees and management cooperate willingly in pursuit of the organization's aims and objectives.

The ingredients of industrial harmony are as provided here but not limited to the following:

- (1) Neither any grievance of employees against the employer nor of employer against his employees.
- (2) No dispute between employee and employer and employee and employee.
- (3) No scene of strike, slogans, lockout and gherao etc.
- (4) Payment of employee compensation and benefits is made adequately and on time.
- (5) Right man at right place
- (6) Hierarchical organization and management

Industrial harmony thus covers the area of responsibilities, employment policy, collective bargaining, communication and consultation (Odia and Omofonmwan, 2007). Industrial harmony enhances labour productivity and in turn improves performance in our education sector, achieving economic growth, and enhancing living standards and quality of life. It creates a peaceful working environment conducive to tolerance, dialogue and other alternative (to strike) means of resolving industrial or labour disputes in Nigeria (such as negotiation, mediation, arbitration, conciliation and litigation or court adjudication). This creates a high level of employee satisfaction.

Industrial harmony according to Ladan (2012) is imperative for a productive educational system for two (2) basic reasons: -

- a. It enhances labour productivity as one of the critical means of improving performance in the education sector, achieving economic growth, enhancing living standards and quality of life. Unfortunately, academic performance in schools has been constrained by frequent labour unrests in Nigerian educational institutions.
- b. It creates a peaceful working environment that is attractive to tolerance, dialogue and other alternative means of resolving industrial/labour disputes.

Effects of Strike Actions

Adibe, (2009), posits that since the formation of ASUU in 1978, there had been running battles between ASUU and government of the day, mostly over welfare issues that are conveniently camouflaged under the veneer of fighting for better funding of education. During the period of strike, students, as a result of their idleness and frustration, engage in social vices such as kidnapping, cultism, robbery, arson, rape, toutting all these constitute nuisance to the society. In the event of their apprehension their academic programme is abruptly truncated or stopped entirely. In the years past, the country had been made to suffer immense loss of brain drains, a situation where the best brains are lost to countries that are willing to pay well. The quest for greener pastures is still attractive best brains. With the loss of man power in our

universities who are supposed to train upcoming manpower that will help in the developed of the country only few are left because of their passion or mediocrity to man our academic system which leads to turning out half-baked graduates (Obasanjo, 2000). Whenever the strike was suspended most times management is not interested in how much these students have learnt, but more interested in concluding the academic session thereby leaving the students at their own peril as serious revision or teaching would not be done before that semester examination. It had been observed that majority of failures in University are recorded in examinations taken immediately after students returned from a long break occasioned by strike. This had led to turning out half-baked graduates who cannot live up to expectation in their various chosen careers. Education as one of the developmental agents of every nation will continue to dwindle; this is as a result of poor learning necessitated by poor services from aggrieved lecturers and mostly importantly from truncated academic programme as a result of incessant strike action. This long stay or over stay by students makes it difficult for parents/guardians to plan or predict when their children/wards are going to graduate from the university and this affects their financial resources. Strikes are not homogenous industrial events to the extent that they involve cessation of work, a breakdown in the flow of consent and open expression of aggression and remain a social phenomenon or enormous complexity, which, in its totality is never susceptible to complete description, let alone complete explanation (Gouldner, 1954; Poole, 1976). The strike is therefore of many forms such as sympathy, sitdown, lockout, Gherao, picketing, and boycott. Embarking on any of this strike is an expression of dissatisfaction with wages, bad social condition, fatigue and frustration at work, and the discontent and aggressiveness that can come from a general feeling of inferiority (Olaiya, 2000).

This incessant strike usually embarked by public universities has resulted to many well to do parents/guardians having preference for private universities because of their stability in running their academic calendar and some of these private universities may not have all the necessary facilities that facilitates learning.

Globally, there is the usual sneer when Nigerian universities are mentioned and a quick link is made with unstable university calendar due to frequent strikes. This image robs graduates of Nigerian universities of international esteem even when their worth has not been proven through employment.

Also, top-rated universities that are desirous of staff and student exchange will prefer to partner with universities that maintain stable academic calendar in other parts of Africa. Many potential students prefer universities in neighboring African countries such as Ghana, Benin and Togo not because of superiority of academic programs offered, but because of instability of academic calendar owing to strikes. This results to loss of revenues to our neighboring countries at our expense.

Public University: They are universities owned and funded by federal and state governments. There are about 43 federal and 52 state universities in the country now. These universities have been agitating for autonomy and adequate funding by their various financiers.

Quality education

Quality education is that education that is relevant and adapted to the needs of the society (Ndiomu, 1989). He argued that such needs must meet the standards in health, growth, and physical survival in a complex and globalized world. It implies education that is worthwhile and which empowers the recipients with relevant skills, knowledge, ideas, values and attitudes needed for him /her to make informed decisions and live a self-sustaining life. Quality in higher education refers to the worth of the inputs into higher education systems, lecturers, instructional facilities and evaluation procedures which translates to the outputs. Article 11 of the World Declaration on Education, (2003) sees quality as a multi-dimensional concept which should encompass all the functions and activities in schools. Majasan, (1998) maintained that quality education is value-loaded arguing that quality education should produce disciplined behaviour, hard work, improved cultural heritage and mutual respect within and outside the school community. If a society expects quality manpower for rapid development and transformation, quality education is a must do affair (Majasan, 1998). This he continued is because quality education is expected to address critical issues like the dignity of labour, quality leadership and committed citizenship, industrial harmony, political stability, religious tolerance, self-reliance and security. Quality in higher education entails that the products of institutions of higher education should be able to perform according to expected standard and compete favourably with their peers in other countries of the world. Quality education is the education that produces a complete person. Complete in the sense that the person is intellectually, morally, physically, emotionally and socially developed. Hence Akinpelu, (2000) argued that education without quality can even be more dangerous than no education, stressing that without quality, education has no value.

Also such activities of higher educational institutions have been highlighted as teaching, research and scholarship, community service, staffing, students, infrastructures and educational facilities, equipment and the academic environment (World conference on higher education, 1998). High quality delivery is a prerequisite for effective productivity in education industry and hence quality education is an instrument for effecting national development. Ekong (2006), posits that quality builds knowledge, live, skills, perspectives, attitudes and values. When quality education is delivered high enough to meet set standards, the products of education should be able to perform well in the world of work in real life situation. When quality is low, performance cannot meet the set standards. Hence one can say that the quality of education has declined below set standard

National development

National development according to Obasi (2010) is the social process by which a nation harnesses and mobilizes all resources (human and material) available to it for the purpose of positively transforming its environment and ultimately improving the quality of the social, economic and political life of its citizenry. It is a holistic process involving the collective will and efforts of the people. Mezieobi (2013) conceptualized national development as:

A process of systematic transformation of the overall social, economic, political, scientific and technological life of a nation via effective, coherent, co-ordinate management system, result-oriented social mobilization strategy in which the citizens actually participate and exhibit positive attitudinal commitment in the overall reconstruction process for the improved

human conditions of the people. In this study, national development operationally refers to the ability of a country to mobilize resources to improve the social welfare of the people, by providing social amenities like education, potable water, transportation, infrastructure, medical care etc.

Sustainable Development: As observed earlier on, in recent times, there has been a paradigm shift in defining development and the way it is practiced. This paradigm shift resulted in the adoption of Sustainable Development (SD), a concept which was highlighted in the Bruntland Report and at the Stockholm Conference of 1972 (UNECA, 2012). This shift, according to Hopwood et al, (2005) as quoted by Ahenkan and Osei-Kojo (2014) was borne out of the global link between environmental problems and socio-economic concerns and, also because earlier conceptions and approaches to development appeared to focus largely on economic and physical wealth despite the multi-dimensional and complex nature of development (Bellu, 2011).

The Bruntland Report defined sustainable Development as “development that meets the needs of the present without compromising the ability of the future generation to meet their own needs”. The organization for Economic Cooperation and Development (OECD, 2001) as quoted by Ahenkan and Osei-Kojo (2014) also defines sustainable development as the development path along which maximization of human well-being for today’s generation does not lead to the decline in the well-being of the future generation. These definitions suggest that sustainable development considers the needs of the future and current generations in tandem, and it is rooted in the pursuit of the well-being and welfare of the people (Ahenkan & Oseikojo, 2014). Sustainable development is therefore concerned with the creation and sustenance of the conditions for current and future generations of human to live well on this planet. Hence, as noted by Sims & Falkenberg, (2013) right from the beginning a multi-prong approach to the idea of sustainable society was taken that went beyond concerns for only the destruction of the national environment to include the concern for meeting the essential needs of all people and those needs are met in a sustainable way in consideration of the needs of future generations.

Therefore, the objectives of sustainable development will require the protection of the natural resources upon which future development depends. For many advocates of sustainable development, valuing nature and human life in an intrinsic way has also become an integral part of development (Bakar, 2005). According to the United Nations World Commission on Environment and Development in 1987 as quoted by Ilechukwu et al (2014), development is sustainable if “it meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development could probably be otherwise called “equitable and balanced” development (Suobbotina, 2004).

However, the operationalisation of the concept of sustainable had over the years become very difficult especially to Nigeria and other developing countries. In an attempt to achieve Sustainable Development, African countries have launched several strategies. In Nigeria for instance there have been many poverty reduction strategies by governments at different times and at all levels, all aimed at economic growth, human development and environmental protection and conservation. Just as in Nigeria, there has been an increased number of

sustainable development initiatives being implemented across some African Countries. These initiatives manifested in the transformation of the Organisation of African Unity (OAU) to the African Union (AU) in 2001, the establishment of the New Partnership for Africa's Development (NEPAD) and the establishment of Regional Economic Councils (REC) in the sub-region (UNECA, 2012, Osie – Kojo & Ahenkan, 2014). In spite of these attempts by African governments, there is a growing perception that Africa could fail in achieving sustainable development. As observed by Osie-Kojo & Ahenkan (2014), this perception is fueled by the evidence that while the world is undergoing rapid change, which is driven predominantly by technology, education, civilization and globalization, Africa remains backward, exploited and uneducated. Additionally, the continued escalating poverty and diminishing capacity of governments and the environment to meet current and future needs of the citizens is also a reason why Africa may fail to achieve sustainable development.

Education for Sustainable Development: From time immemorial, scholars have been very much concerned about the relationship between education and development. Indeed, political philosophers since Plato and Aristotle have affirmed the dictums enunciated in the phrases, "As is the state, so is the school", "what you want in the state, you must put into the school" (Akinsanya, 2004). The truism that education is the surest way to sustainably develop any people or society needs no contention. Education, as is already pointed out, is the process of imparting and acquiring knowledge, skills, attitudes, values and experiences in institutions of learning, while living, at work or play. The skills so acquired are subsequently applied to sustain present and future generation in their everyday life. It is the proper nurturing, transmission and application of such skills and knowledge that guarantees development and sustenance of the society (Abiodun, 2002).

In December 2002, the UN General Assembly adopted resolution 57/254 to put in place a United Nations Decade of Education for sustainable Development, spanning the years 2005 to 2014, with the United Nations Educational Scientific and Cultural Organisation (UNESCO) as the lead agency for the Decade (Ilechukwu, et al, 2014).

The overall goal of the Decade for sustainable Development as reported by Ilechukwu et al (2014) is the integration of the principles, value and practice of sustainable development into all aspects of education and learning – social, informal, non-formal and formal. The decade's four key objectives according to authors are:

- Facilitating, networking and collaborating among stakeholders in education for Sustainable Development (ESD)
- Fostering greater quality of teaching and learning in ESD
- Supporting countries in achieving their sustainable Development Goals (SDGs) through education for sustainable development.
- Provide countries with new opportunities and tools to incorporate ESD in education reforms efforts.

The political Development adopted at the World Summit on Sustainable Development (WSSD, 2002) as quoted by Ilechukwu et al (2014) states that sustainable development is built on three "interdependent and mutually reinforcing pillars" of economic growth,

social/human development and environmental protection and sustainability. ESD is therefore an approach to teaching and learning based on the ideals and principles that underlie sustainability. The role of education for sustainable development is to help people develop the attitudes, values, skills and knowledge to make informed decisions for the benefits of themselves and others, now and for the future, and to act upon those decisions.

Chapter 36 of Agenda 21, adopted at the 1992 Earth Summit in Rio, identifies four major thrusts of Education for Sustainable Development (Ilechukwu et al, 2014). They include:

- Promoting and improvement of basic education
- Reorienting existing education at all levels to address sustainable development.
- Develop public understanding and Awareness of sustainability
- Training

Promoting and improvement of basic education recognized that sustainable development requires changes in attitudes and values towards sustainability and development and that basic education has central role to play in achieving those changes. In order to achieve this, progress must be made toward universal basic/primary education in the areas of infrastructure, quality of education, completion rates and teaching capacity. The necessity of basic education is to transform and improve the conditions of both the learner and the community towards sustainable development (Association of African Universities, 2009).

- Reorienting existing education at all levels involves educational reforms of principle, skills, perspectives and values that are qualitative, quantitative, appropriate and relevant to the socio-cultural and school curricula (Ilechukwu et al 2014). In doing this, there are three areas of educational processes relevant to these reforms. These are the contents of what is being taught, the method and the education and professional development of those who are responsible for implementing education for sustainable development.

In public understanding and awareness of sustainability, ESD requires a population that is aware of the goals of sustainable society (Ilechukwu et al 2014). For sustainable development to be attained, there must be conscious efforts towards friendly environmental practices which must be practiced in tandem with improved health and sanitation.

Training which is the fourth principle presupposes that the society needs a literate and environmentally aware citizenry and workforce to help guide nations in the implementation of sustainable development goals. All sections of the society (both in the formal and informal sectors) are encouraged to train their leaders and workers in environmental management.

Training is distinct from education as it is often specific to particular job or class of jobs (Ilechukwu et al, 2014).

Therefore, the role of education in sustainable development can be summarized as follows:

1. Education is here regarded as an instrument of social change which could transform the society in significant ways. Education is paramount when trying to enable a change in values and attitudes towards sustainability. The report of UN's World Commission on

Environment and Development (WCED) (1987) recognized that “sustainable development requires changes in values and attitudes towards environment and development” and that education plays a central role in achieving those changes in values and attitudes (Sims & Falkenberg, 2013).

Education for Sustainable Development (ESD) is one of the most important tools for raising awareness about the environmental issues within a sustainable development context.

2. Education for sustainable Development grows from a variety of sources and it is delivered through casual, informal, non-formal and formal strategies. Topics of sustainable development usually addressed here include but not limited to, conflict resolution, human rights, ethics, gender equity, poverty alleviation, peace, human security, citizenship, democracy and governance, energy, health, water, rural and urban development, corporate social responsibility, social and environmental effects of globalization, production and consumption patterns, cultural diversity, biological diversity, ecological principles and eco-systems, natural resources management, climate change and disaster prevention (Bedawy, 2014).
3. Contemporary sustainable development education is therefore expected to be focused on the above issues and must be oriented on future development, ensuring proper quality of present and future life. In addition, sustainable development concepts/issues should be taught formally and informally so much such that they form part of the core of the people's lives in ways that the people develop skills necessary for sustainable development. Educational providers are also encouraged to provide sustainable training to professionals and practitioners and should encourage research on sustainable development issues.
4. Education for sustainable development involves learning how to make decisions that considers the long term future of the economy, ecology and equity of all communities. UNESCO argues that education has a special responsibility to generate the knowledge needed as well as communicate this knowledge to decision makers and the public at large. (UNESCO, 2001, 2003). As a result, the body calls on all relevant stakeholders to review the programmes and curricula of schools and universities, in order to better address the challenges and opportunities of sustainable development. Therefore, contemporary sustainable development education is expected to orient on future development, ensuring proper quality of present and future life.
5. Education empowers people for their roles in society. Therefore, formal, non-formal and informal education are key actors in education for sustainable development. Formal education cannot implement education for sustainable development alone. Because education for sustainable development is a life-long process, the formal, non-formal and informal education sectors should work together to accomplish education for sustainable development goals and objectives (Ilechukwu et al 2014). It is important just as the adult for young people to be educated for sustainable development because they are our future. Doing this will provide them with the opportunity to begin to value the world's cultural diversity and appreciate the issues facing our world and of the impact they have on those issues (Davidson, 2003).

6. Education for sustainable development functions to educate, train and undertake research to contribute to the sustainable development of the society. For example the training of people in monitoring of targets and detection of sustainable concerns and graduates with skills, knowledge and attitudes to make sustainability contribution (Pearson et al 2005, Bedawy, 2014)
7. In addition education should provide learners with skills, perspectives, values and knowledge to live sustainably in their communities. Education also produces leaders of the country who manage the affairs of government and private sector industries who constitute the stake holders of sustainable development. By so doing, the educational system creates a “vanguard group” of leaders in each sector of society who will take primary and leading roles in promoting the values for sustainable development (Bedawy, 2014).
8. To enhance learning about sustainable development different teaching methodologies should be adopted throughout all levels of the educational strata. Methods that will help disseminate information quickly and easily to learners should be applied and should be combined with other methods for effectiveness. Doing so will facilitate learners, involvement, communication skills and critical thinking about sustainable development issues.
9. Educational institutions play a leading role in building more sustainable societies and creating new paradigms as they have the mission to promote development through both teaching and research. But it should be noted that sustainable development can be practiced only through a teacher who himself has been trained on values and perspectives of sustainable development. Therefore, teacher education is seen as an important actor or agent of change in promoting the social, economic and environmental values of sustainable development in the society (Johnson, 2007).

Conclusion

First and foremost government do not place premium on education because from the amount voted to education in each year's budget showed that various tiers of governments do not want the growth of education that will bring about national development.

However, the various literatures reviewed showed that incessant strike action embarked on by various trade unions, in the public universities, especially ASUU as a result of non-compliance by FGN to keep agreement led to low quality of education as the academic calendar was usually truncated. More so in the bid of the universities to ensure that semesters or session were not missed rush academic staff to conclude their lectures within the shortest possible time and examine students in readiness for another semester or session, thereby producing mediocre. The implication of this is that when there is industrial peace and harmony lectures will flow and lecturers will conclude their course outlines; thereby impacting on the lives of their students by making them critical and analytical thinkers. We

are aware that education is the key to national development until universities begin to produce graduates who can impact on the society Nigeria is far from national development.

Recommendations

Drawing from the submissions made from the literatures reviewed and conclusion the following recommendations were made.

- Government of Nigeria should place high premium on education by meeting up with the recommended 26% educational spending prescribed by UNESCO, to help revitalize the higher education system.
- Government at all levels should allocation a reason amount to educational sector in their annual budget.
- Academic staff should be well motivated to reduce brain drain and ASUU's agreements with FGN kept as to curbing the incessant strike actions in public universities that disrupt academic activities in public universities.
- Qualified lecturers should be employed as mediocrity reduces quality of education as one does not give what one does not have.
- Professors and senior members of academic community should encourage mentorship of junior lecturers.

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