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Preamble

I give God all the glory for the grace He has given me to be here today to present the 112th Inaugural Lecture of this great University. By the same token, I must express my sincere gratitude to the Vice Chancellor of this University, Prof. Is-Haq Olanrewaju Oloyede, for appointing me a Professor of Educational Psychology , without which I would not have been qualified to be here as the Lecturer today.

This is the 1st Inaugural Lecture by a female professor in the Faculty of Education, and the 4th by a female professor in this University. It is the 13th in the Faculty of Education, and, the 5th from the Department of Arts & Social Sciences Education. In my own discipline,, Educational Psychology this is the 3rd Inaugural Lecture after those of Professor J.O.O. Abiri who employed me and Prof .S.A. Jimoh , who mentored me.

Prof. J. O. Abiri's Inaugural Lecture, delivered in 1980, was on the Effective Component of Human Resource Development in Nigeria; while Prof. S.A. Jimoh's lecture of 2009 was titled "If Gold Rusts…?" Though almost 30 years apart, both lectures were informed by a common concern - **quality assurance in education**. Consequently, while Professor Abiri focused on the quality of staff required to <u>process</u> the education system; Professor Jimoh was concerned with the quality of students who are the <u>product</u> of the education system - and these are two of the three major stages of the education system.

Having been tutored by these great minds, today's lecture advances the discourse they have started and is anchored on integrity, at personal, institutional, national and international levels, as a core determinant of quality of the education system. Indeed, this lecture is a summary of my thoughts, attitudes and works on the state of tertiary education in Nigeria for a great part of my twenty years as an academic. As a psychologist whose primary business it is to facilitate learning, I have, in this lecture, adopted an allegorical model taking a cue from the Greatest Teacher, my Lord and Saviour, Jesus Christ.

Allegories

Our Lord Jesus Christ never went to school but He was the greatest teacher that ever lived. His strong pedagogical approach, while on earth, was the use of parables in teaching deep moral lessons. The parables of the Sower, the Lost Coin, and the Lost Sheep etc. are examples of such simple parables with profound moral implications. The idea was to use every day issues, objects and events, with which His listeners were familiar, to illustrate fundamental spiritual issues. In contemporary teaching, the use of an allegory serves a similar purpose as a parable. An allegory is a symbolic representation of something through a story or event expressing a deeper, often spiritual, moral or political meaning. Two of such allegories, i.e those of the Carpenter and the Computer

The Carpenter: The Carpenter is a "fashioner", imitating God's attribute of the Perfect Creator. Before constructing any piece of furniture, he has a picture of the finished product in mind, knows what materials to acquire, designs the formwork, and follows a specific construction process. However, even when they have the same picture in mind, carpenters may not come up with same quality of products because of possible variations in the quality of materials they use and in the construction process they adopt. For instance,

during the height of the Roman and Greek artistry, Carpenters, when making furniture, often masked their mistakes and flaws in the wood with coloured wax to match the wood just as in Nigeria, where some Carpenters use all sorts of woods and materials to construct or patch their furniture. Only after years of use, or after being subjected to heat, would the cover-up come to light. In those days, a piece of furniture without any form of cover-up was stamped with the phrase 'Without wax'.

The phrase is from two Latin words 'sine' (without) and 'cere' (wax) and could also be the origin of the English word 'sincerity' (Bloom, 2012). A finished piece of furniture stamped with the phrase 'Without wax' (sine cere) showed that it was a genuine product that could be trusted to stand the test of time. However, dubious Carpenters similarly stamped the 'Without wax' phrase on their masked products to deceive clients and over price the products.

No doubt, all Carpenters derive their ability to fashion out pieces of furniture from a shapeless wood, from God, the Architect and Master of the Universe who in the beginning created the heaven and the earth from a earth that was without form, was void; and covered with darkness (Genesis, 1:1 & 2). God imposed order on the shapeless, formless and dark earth by designing a framework, when He divided the light from the darkness and separated the land from the firmaments and the sea. Thereafter, He caused appropriate life-sustaining structures, elements and resources to be in the right places before He created man/woman in perfect conformity with His original specifications; and whatever He created , He endorsed with the phrase of quality, 'It was good' (Genesis 1 & 2), another way of saying 'Without wax'.

The term, 'Without wax' went on to be used for anything that was authentic or flawless. In contemporary usage, for instance, a letter ended with the phrase 'yours sincerely' affirms the authenticity of the content of the letter –but are all letters signed 'sincerely' truly 'without wax'? In the context of education, the phrase 'Without wax' depicts a wax-free or wax-less process without any form of patch-work as in popular usage. The allegory of the Carpenter is thus apt for this lecture because furniture making and education business basically follow the same production procedure.

The Computer: The second allegory is that of the computer, as the most perfect or accurate memory system to date. The computer has, today, become an important part of the

lives of Nigerians - at home, at school and in every modern office. Indeed, no public or private enterprise, business or industry is complete without the computer because of its capacity to contribute greatly to advancements in various aspects of life. However, the extent to which computer technology can enhance the quality of life is largely a function of the quality of its hard- ware, soft- ware and operational standards. This issue, particularly in terms of input, process and product of computer technology is highlighted in this section.

History: The first use of the word "computer" dates back to 1613 and it then referred to a person doing calculations and computations (The American Heritage Dictionary, 1980). From the end of the 19th Century, however, the word "computer" almost universally refers to an electronic device for processing, storing, and displaying information (Encyclopaedia Britannica). Since the first computer was made in the late 1950s, the technology has developed tremendously with hundreds of people from different parts of the world, including America, Germany, Europe and Japan, as key actors (Onifade, 2003).

Africa evidently did not play any major role in the recorded history of computer development. Rather, beginning from the 1980s, computers of various types and specifications flood the Nigerian market from different parts of the world. To date, Nigeria remains one of the fastest–growing markets in Africa for the computer and it is fast becoming a common feature of everyday life in virtually all aspects of our national life. While no indigenous company produces computers in Nigeria, it is common knowledge that some individuals collect old casing of computers into which fairly used computer parts are assembled and sold as new and at competitive prices in Nigerian markets. In the context of this paper, therefore, not all computers in the market are 'without wax' as some are actually either refurbished or of low grade with their defects carefully waxed. Expectedly, cases of computer crashing soon after purchase are not uncommon in the country. Importantly, even where a good quality computer is purchased, waxing either at inputing or processing stage, can compromise its potentials. How this may happen is briefly described next.

Input Stage: At least three important preliminary steps must be taken to make a computer fit for use (i) initial formatting; (ii) installation of appropriate soft ware (from the vast array of soft wares in the market including Auto-Card, Microsoft Word, Excel, Page Maker, CorelDraw etc.) consistent with user's specific needs and; (iii) installation of effective antivirus software to protect the system and programmes from corruption. Subsequently, periodic scanning to eliminate potentially destructive virus from the system is also required to

keep the system in top form. Sometimes, however, waxing may occur at the input stage. For instance, fake antivirus soft- ware, lacking the capacity to clean up any virus, and/or socially disruptive soft-ware (for instance meant for hacking and advance fee fraud) may be installed in the computer compromising the effective functioning and/or the prospects of the computer, abinitio.

Process Stage: The process stage requires the user to demonstrate some level of mastery of computer usage relative to desired product.   User competency varies from computer appreciation (for instance word processing and /or email messaging) to computer savvy (for instance including competent internet usage): and this is a major determinant of versatility and quality of product. It is however common knowledge that some individuals acquire mastery of computer processing for reasons that are not 'without wax'. (For instance, mastery of computer hacking techniques to enable users gain unbridled access to other people's private, and /or national security information with the intention to defraud).   The product of such waxed processing can only be counter-productive.

Product: Computer technology is like a double-edged sword capable of engendering products with potential to impact human lives either positively or negatively. The prospects and challenges associated with computer products are limitless.

Prospects: Where the input and process stages are completed 'without wax' ,the computer can be trusted to yield good quality products in form of data entry, instant messaging, desk-top publishing, virtual library etc.   The computer greatly contributes to advancements in various aspects of life and makes life a lot easier. It enhances mental alertness and makes it possible to solve complex problems easily and accurately. As a result of its large memory capacity, the computer is capable of handling large amounts of data in a very short time. In addition, with internet connectivity, the computer enables people to have access to information on any subject matter and to communicate with people in any part of the world, for instance, through email and social networking services. Besides, as a highly interactive learning device, the computer has the potential to enhance teaching–learning. Expectedly, therefore, the "Man of the Year" in 1982, according to a survey carried out by an international magazine, was the 'Computer' (JASVIR, 2011).

Challenges: However, on the flip side of the coin, computer technology "without wax" is bedevilled with several challenges that can compromise the quality of

living.   For instance, internet fraud, plagiarism, data manipulation etc. are all products of waxed processing.   Two quick observations from such possible waxing behaviours are critical to the thesis of this lecture.

       i.   Firstly, while virus attack is nothing new to most computer users, it nevertheless remains a major nuisance to them. In the context of this lecture however, what should be more worrisome to computer users are: the source and the why of the plethora of viruses and anti-virus software. Since anti-virus software is produced by companies, it could be argued that it is in the interest of such companies to also generate diverse types of viruses in order to keep their businesses going.   Most probably, therefore, viruses are externally induced and sustained by developed nations as a means of boosting their own economic base.

       ii.   Secondly, whereas it is easier to ensure a fit–for- use system by proper initial formatting and installation of an up-to-date antivirus software (such as Trojan or ESET) for periodic scanning, dealing with unethical practices, associated with computer processing may present more profound challenges because it is a behavioural issue.   Particularly associated with the internet, for instance, unethical processing enables manipulation of information, compromises private, national or international security, exposes users to violent behaviours, promotes crimes and limits interpersonal relationships.   If the society is to benefit maximally from computer technology, therefore, all hands must be on deck to deal with unethical computer input and process practices.

Hence, drawing parallels from both allegories, two core submissions are made in this lecture- identification of Design Flaw in Nigeria's tertiary education and the need for systemic over hauling rather than cosmetic patch-work, which amounts to waxing.

Tertiary Education in Nigeria

Education is not alien to Nigeria. Indeed, as obtains in all human societies, education is as old as human existence in Nigeria. In pre-colonial Nigeria, education, particularly through the apprenticeship system, was a powerful vehicle of equipping the child (in terms of skill acquisition, ethics, mores, customs, traditions and values) for effective participation in the society. What is today celebrated as entrepreneurial skill was indeed an integral part of traditional education as no recipient graduated without manifest competence in a specific

skill. What is, therefore, alien to Nigeria is the Western form of education requiring going to school with the establishment of the first school in 1842 in Badagry (Adesina, 2005). From that humble beginning, western education, like computer technology, has witnessed sporadic growth in level (primary, secondary and tertiary) and patronage (in terms of number of people accessing).

For instance, more than one hundred years after the establishment of the first primary school, the establishment of Yaba Higher College in 1932 marked the beginning of tertiary education in Nigeria; while Nigeria's first university was established in January, 1948 and formally opened for business in October of the same year, with some 210 students (Adesina, 2005). The university, which actually started as a university college in Ibadan (affiliated to the University of London), became a full-fledged degree-awarding university in 1962 , the same year when two other universities were also established in Zaria and Lagos and , soon after , the University of Ife (now Obafemi Awolowo University) . From that period till date, the number of universities (not counting other tertiary institutions) in Nigeria has been increasing in leaps and bounds such that today, this country   clearly has about the highest number of universities in Africa followed by Egypt and South Africa (Wikipedia, the Free Encyclopedia). To date, there are 124 universities comprising 37 Federal, 37 State and 50 Private (NUC, 2012).   In addition, there are over 150 polytechnics, monotechnics and colleges of education in the country (Wikipedia, the Free Encyclopedia). Similarly, student enrolment, in the universities alone, now stands at over 1.5million from a paltry figure of 210 in 1948 (Okebukola, 2010, Adesina, 2005).
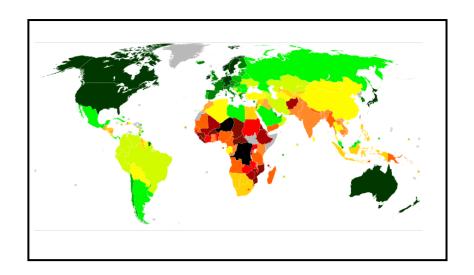
Tertiary education (referring, in this lecture, to public universities, polytechnics, monotechnics and colleges of education) constitutes the backbone of any nation's development and future growth. Worldwide, it is acknowledged as critical for development and modernisation as it generates the human capital needed for the task of nation building (Alade, 2006 and World Bank, 1999). In relation to Nigeria, the goals of tertiary education, as spelt out in Section B of the National Policy on Education (FRN,2004), are to:

a. contribute to national development through high level relevant manpower training;
b. develop and inculcate proper values for the survival of the individual and society;
c. develop the intellectual capacity of individuals to understand and appreciate their local and external environments;

d. acquire both physical and intellectual skills which will enable individuals to be self - reliant and useful members of the society;

e. promote and encourage scholarship and community service;

f. forge and cement national unity; and

g. Promote national and international understanding (Sub-section 59.).

However, laudable as these objectives are, very little progress has been made in actualising them because the potential of tertiary education to produce good quality graduates in Nigeria is compromised. For instance, despite the huge number of graduates churned out annually from the tertiary institutions, Nigeria is still not able to meet the basic needs and aspirations of the generality of the population. Employers worry that many graduates today are generally unemployable unless they are first put through a crash remedial program; foreign universities are reluctant to recognize Nigerian tertiary education certificate without subjecting graduates to other rounds of qualifying examinations; and many parents are sending their children to foreign universities in the quest for quality education (Adebayo, 2005). Importantly, tertiary institutions have generally been unable to produce graduates with a combination of skills and value system that could make them self reliant or effectively drive the nation's development efforts. Consequently, the nation still largely depends on other nations for production and provision of its basic needs and still occupies the penultimate rung of the world-wide Human Development Index (HDI) ladder (See Figure 1).

In 2011, 187 countries were rated and Nigeria ranked 156th just as it ranked 142nd of the 169 countries rated in 2010 on such critical indicators of development as poverty level, environmental sustainability, effects of environmental threats, gender inequality, education, health, population, economy and general well-being. Between 2005 and 2011, Nigeria's HDI value only increased from 0.43 to 0.46 in seven years (see Figure 2). Thus, as shown in Figure 2, Nigeria has consistently remained in the low human development category.

■	0.900 & over	■	0.650–0.699	■	0.400–0.449
■	0.850–0.899	■	0.600–0.649	■	0.350–0.399
■	0.800–0.849	■	0.550–0.599	■	0.300–0.349
■	0.750–0.799	■	0.500–0.549	■	under 0.300
■	0.700–0.749	■	0.450–0.499	■	Data unavailable

Figure 1: UN Human Development Index: 2011

Source: BlankMap-World6, _compact.svg: Canuckguy et al.
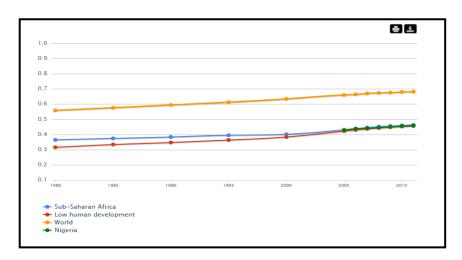http://hdr.undp.org/en/reports/global/hdr2011/download/

Figure 2: Human Development Index: Trends 2005- Present
Source; http://hdrstats.undp.org/en/countries/profiles/NGA.html

Tertiary education and the Wax Test

Nigeria is endowed with enormous human and natural resources but has consistently encountered numerous challenges in sustaining itself in critical areas of development. One plausible reason for this state of affairs is the inability of tertiary education to deliver on its mandate of producing adequate manpower with required knowledge, skills and values for effective nation building. It will be argued in this lecture that how efficiently this mandate is achieved is determined by the extent to which priori investment in the system and its utilization are wax-free. Figure 3 presents the conceptual framework (just like the Carpenter's furniture formwork) developed to guide this lecture.
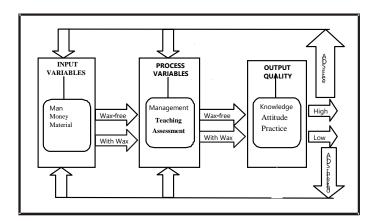
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+----------------------------------------------------------------------------+
|                                                                            |
|    ⇧              ⇩                                    ⇧                    |
|  +----------+   +----------+   +----------+   (Above)                       |
|  | INPUT    |   | PROCESS  |   | OUTPUT   |                                  |
|  | VARIABLES|   | VARIABLES|   | QUALITY  |                                  |
|  |          |   |          |   |          |                                 |
|  | +------+ |   | +------+ |   | +------+ |                                 |
|  | | Man  | |Wax-free| Mgmt| |Wax-free| Knowledge| High                    |
|  | |Money | |===> |Teaching| |===> |Attitude | ===>                        |
|  | |Material| |With Wax|Assessment| |With Wax|Practice| Low                 |
|  | +------+ |   | +------+ |   | +------+ | ===>                            |
|  +----------+   +----------+   +----------+                                 |
|    ⇧              ⇧                              (Below)  ⇩                  |
+----------------------------------------------------------------------------+
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Figure 3: Determinants of Tertiary Education Product Quality

In concert with the thesis of this lecture, there are two path ways to determining the quality of any tertiary education. As shown by the arrows in Figure 3, products of tertiary institutions will manifest high quality intellectual, attitudinal and behavioural traits if input variables (boxed) such as funding, student intake, staff recruitment, curriculum initiatives and infrastructural facilities, provided are wax-free; and if the process variables, particularly relating to administrative, teaching and assessment functions, are similarly wax-less. Conversely, where waxing is involved in the completion of the input and /or process variables, low quality graduates can only be expected. Importantly, the quality assured in each of the two components, of input and process variables, (whether with-wax or wax-free) not only has direct implication for the quality of graduates produced by the system, it is also,

in turn, influenced by the quality of subsequent graduates to drive the system in a vicious cycle, as shown by the feedback arrows (i.e. whether AIDS –infested or AIDS-free). In the context of this paper, AIDS is used as an acronym for *Academic Integrity Deficiency Syndrome.*

Academic Integrity Deficiency Syndrome (AIDS): The Encarta Dictionary defines integrity as "the quality of possessing and steadfastly adhering to high moral principles or professional standards". The Center for Academic Integrity (CAI, 2005) succinctly describes it as being honest, responsible, trust-worthy, transparent and accountable in all matters relating to the education enterprise. Simply put, academic integrity has to do with maintaining high professional standards in all educational issues.

Though basically value-laden, academic integrity also has cognitive and behavioural dimensions (Olasehinde-Williams, 2005). It is a behaviour typically endorsed with full perceptual awareness and it involves taking actions, often requiring making choices between conflicting personal and corporate interests. In general, individuals high on academic integrity tend to manifest overriding concerns for corporate over personal interests in their work and relational behaviours. Conversely, Academic Integrity Deficiency Syndrome (AIDS), as conceptualised in this Lecture, refers to a combination, or forms, of behaviours characteristic of academic dishonesty (i.e. inability of any stakeholder to uphold the values of honesty, transparency and accountability) in dealing with any issue relating to tertiary education in Nigeria. AIDS, in this sense, is a deadly virus with potential to crash tertiary education in Nigeria

It thus stands to reason that if waxing is abhorred, employers, Nigerian society and the international community will be assured that graduates of Nigerian tertiary education have truly attained acceptable levels of knowledge, character and competencies in their areas of specialization and so are good enough for employment or further studies (Okebukola, 2010). In spite of this awareness, however, waxing currently occurs at input and process stages of the Nigerian tertiary education. It is therefore necessary to briefly advance scientific explanations for input and process waxing behaviours in our tertiary institutions.

Rationale for Waxing Behaviours

Despite the fact that most people are aware of the negative impact of input and process waxing behaviours on the output of tertiary education, a number of people still engage in waxing. Some factors must thus be implicated in making waxing behaviour of high temptation value at any level. Some of such factors will be discussed under five broad categories: philosophical, psychological, sociological, systemic and spiritual because they reflect the distinct variables of the Nigerian society.

Philosophical rationale: Taiwo (1986) identified two of the major national objectives of education as:

a. the inculcation of the right type of values and attitudes for the survival of the individual and the society; and

b. the acquisition of the right type of skills, abilities and competence, both mental and physical, as equipment for the individual to live in his society (p.163).

To graphically impress these objectives in the minds of students, most tertiary institutions adopt complementary slogans as their institutional motto such as 'Probitas Doctrina' (In Character and Learning) 'Scientia Probitas'(Knowledge and Character), ' In truth and indeed' , ' No Sweat, No Sweet' etc.   Consequently, individuals involved in waxing behaviours apparently endorse a different kind of   philosophy such as *Minimum Investment for Maximum Dividends* or *Sweet is Sweeter Without Sweat*. To such individuals, reaping much where they had sown little is fortunate and desirable. For instance, this philosophy is partly a reason why some civil servants rarely put all they have got into public jobs; why some public servants embezzle government fund; and why some students cheat in examinations since these behaviours often involve obtaining the greatest possible benefit for the smallest possible effort.

Sociological Rationale: Originally, the virtues of integrity, transparency and accountability were very important aspects of the African culture and   entrenched in the traditional religious liturgy, dance and drama, folklore, art and craft as articulated by Adewale (1994):

> In traditional African society the sacred and the secular are inseparable. There is no compartmentalization of life. What

religion forbids or condemns society also forbids and condemns, and similarly society approves those things which religion approves -or and sanctions (p 54).

Thus, the concept of *omoluwabi – a person of good character in all ramifications, was* the pivot around which all attempts at educating the child revolved. Indeed, the ultimate end of traditional educational endeavour was to foster good character in the individual and to make the child a useful member of the society. Consequently, stories, proverbs, songs, myths and legends were used to impress the virtues of integrity and honesty in the young (Fabanwo, 2012).

Contrary to what obtained in the traditional setting, however, a high degree of opportunity for waxing exists in the contemporary society. Factors which make the Nigerian society conducive for waxing, identified by Olasehinde (2000), remain even more potent today. For instance, Nigeria is a nation where the get-rich quick syndrome (in which many people, old and young, crave for money through short-cut means); the culture of silence (in which criminals are rarely pointed out or voluntarily testified against but now celebrated); and crimes (including armed robbery, advance fee fraud, kidnapping, assassination etc.) prevail in disturbing proportions. Consequently, even when they know that waxing is dishonest some people still rationalize it as appropriate noting that similar vices go unpunished in the society.

Another sociological factor with strong motivation for waxing is the ascribed role of the certificate in our nation. Obtaining a university degree, for instance, is almost a life-determining event because it is about the only ticket to higher economic and social status in the country and there are people, including parents, who would engage in any form of waxing for the sake of university certificate. It thus stands to reason to suggest that the loss of importance attached to our traditional African values; the perception that traditional values are irrelevant to modern society and the pressure to succeed within the shortest possible time, largely contribute to the prevalence of waxing behaviours in the education system.

Psychological Rationale: Waxing is an academic dishonest behaviour associated with individuals deficient in integrity and, to psychologists, integrity is a moral value. Waxing is, in actual fact, giving or gaining unfair advantage and taking shortcuts instead of

working honestly to earn a reward (Olasehinde-Williams, Abdullahi & Owolabi., 2003; Olasehinde, 2000). When faced with the temptation to wax, individuals are confronted with an ethical decision: whether to comply with the academic norm not to wax or to give in to temptation and engage in waxing. The manner in which the decision is made, the factors that influence the decision and the outcome of the decision might differ between individuals because of differences in their moral reasoning and action. Newstead, Franklyn-Stokes, & Armstead (1996), for instance, found from their study that individuals who scored highly on moral reasoning tests would not engage in waxing as much as their low-scoring counterparts. Also, waxing is more common among individuals who judge dishonesty leniently (Jensen, Arnett, Jeffrey, Feldman, & Cauffman, 2002). Waxing, therefore, constitutes a violation of academic integrity ideals and is symptomatic of weak moral standing.

Kohlberg's (1984) theoretical framework of moral development provides insight into the relationship between moral reasoning and moral behaviour. At the tertiary level, staff and students are expectedly capable of taking principled moral decisions, consistent with their highly developed intellectual status (Pascarella, 1997). Quite expectedly, people connected with tertiary education in one way or another generally recognize waxing behaviour as an infringement of a universal principle of equity and it should be expected that such principled moral reasoning should positively influence their moral behaviour in academic matters. How then do we explain the fact that many people still engage in deficient academic behaviours in spite of such principled moral reasoning ability? It must be that principled moral reasoning alone is not sufficient to determine moral behaviour because waxing is a complex psychological, situational and social phenomenon.

Systemic Rationale: The term systemic is here used to refer to factors within tertiary institutions which tend to foster waxing behaviours. For instance, incessant strike actions by staff or lecture boycotts by students tend to compromise lecture quality; intimidation by superior officers or violent students may encourage examination malpractice, pressure for promotion may compromise research ethics, pressure for Internally Generated Revenue (IGR) may encourage overshooting admission quota etc.

Spiritual Rationale: To my mind, about the most important explanation for waxing behaviours is spiritual. Man/woman is a triune being- with body, mind and soul. Whatever is done in the body (physical) is first conceived in the mind (intellect) and nurtured by the soul (spiritual). Integrity is doing the right thing, which, in Christianity, refers to righteousness –

right action or virtue, particularly in conformity with God's will in and out of religious houses/gatherings. The Holy Bible admonishes that *Righteousness keepeth him that is upright in the way* (Prov.13:6); and consequently admonishes that *Whatever your hands find doing, do it as unto God* (Proverbs, 13:6; Col. 3:23). The injunctions are not different in the Glorious Quran. However, whether one adheres to such injunctions or not bothers on one's belief system and people vary in the nature of their beliefs. What strengthens a person's belief system is the fear of God which consequently engenders compliance with integrity standards. In the context of this lecture, therefore, individuals with weak belief system are less likely to be controlled by the fear of God and are consequently likely to be more prone to waxing behaviours. Now, how do all of these factors play out at the input and process stages of tertiary education? This issue is addressed next.

Input Stage Waxing

Educational management experts identify money, man and material (3Ms) as the tripartite prerequisites in the establishment and management of educational institutions. Waxing of any aspect of these 3Ms has concomitant negative effect on the system's output quality.

Funding Quality: The development and sustainability of tertiary education is largely dependent on the availability of adequate fund. In recent years, funding of tertiary education in Nigeria has received improved attention of government, in spite of the realities of the current economic uncertainties. For instance, government provides annual subvention for recurrent expenditure, grant for Direct Teaching and Laboratory Cost (DTLC) and special grant for the purchase of new Teaching and Research Equipment (TREG) meant for enhancing laboratory facilities. In addition, government has instituted an Education Trust Fund (recently limited to funding tertiary institutions and especially Federal universities); and there is the Petroleum Training & Development Fund (PTDF). Besides, a number of international funds, such as the Association of African Universities (AAU), often accrue to Nigerian universities especially for research and capacity building.

Despite such continuous widening sources of funding of tertiary education however, the truth, as shown in Table 1, is that the quantum of allocation to education in the past one decade is still generally less than 10% of the Gross Domestic Product (GDP),compared with UNESCO's recommended 26% per annum (Jega,2007).

Table 1: Annual Budgetary Allocation to Education in % of GDP: 2005-2012

Year	Total National Budget	Allocation	% of GDP
2005	₦ 1,846,000,000,000	₦92,000,000,000	4.98
2006	₦1,900,000,000,000	₦92,000,000,000	4.84
2007	₦ 2,300,000,000,000	₦186,000,000,000	8.09
2008	₦ 2,870,000,000,000	₦33,600,000,000	9.64
2009	₦ 3,101,813,750,626	₦216,639,437,111	6.98
2010	₦ 4,608,616,278,213	₦249,080,000,000	5.40
2011	₦ 4,226,191,559,255	₦339,481,528,685	8.03
2012	₦ 4,749,100,821,171	₦1400,148,037,983	8.43

Source: Budget Office, Federal Ministry of Finance, Approved Budget, 2005-2012
(Durosaro, 2012, p.20)

Table 1 shows the distribution of budgetary allocation to the entire education system from year 2005-2012, with no year recording up to 50% of the UNESCO bench mark. In the context of this lecture therefore, the usual publicity accorded annual budgetary allocation to tertiary education amounts to waxing; and it is doubtful whether good quality tertiary education can prevail under such gross funding gap. Apart from the funding gap, waxing also occurs in the process of fund release and disbursement (Obanya, 2010). For instance the actual amount spent for education remains in doubt. As observed by Obanya (2009), there are wide disparities among budgeted, released and spent funds for education in Nigeria. According to him, official discourse is often limited to annual increment in amount budgeted for education, while the actual amounts released and/or spent on education are rarely discussed. In most cases, the actual amounts released and spent on education are much lower than the amount purportedly budgeted.

More importantly, from the point of view of Educational Management experts, spending money on education means ensuring such things as availability of up-to-date teaching and learning resources (i.e. IT facilities, classroom space, reading room, library and books); and provision of opportunities for capacity building and/or skill up-scaling for teachers. As noted by Obanya (2009); and Adesina (2005), however, a substantial proportion of the budget for the education sector in Nigeria apparently goes to 'political management of education', such as travels and sponsorship of events that are not directly related to education

business. Consequently, the prevailing funding gap, delayed and reduced release and misappropriation of fund all amount to waxing and have implication for the quality of man and materials available to drive the system.

Academic Staff Quality: Lecturers have critical roles to play in the realization of the overall objectives of tertiary education. Production of top quality graduates is a complex enterprise requiring a high degree of competence and proven scholarship from the academic staff. Consequently, the quality, quantity and international mix of the academic staff are some of the important determinants of quality of products of the tertiary education (Okebukola, 2010).

The first generation of tertiary institutions inherited high quality academic staff (Nigerians and expatriates, particularly, British and Americans). For example, from 1962 to 1967, the academic staff of the University of Ibadan comprised 164 (47.4%) Nigerians and 182 (52.6%) expatriates, University of Ife (OAU), 101 (52.6%) Nigerians and 91 (47.8%) expatriates, University of Lagos 162 (75.7%) Nigerians and 52 (24.3%) expatriates, Ahmadu Bello University, 35 (17.8%) Nigerians and 162 (82.2%) expatriates, and University of Nigeria 247 (68.8%) Nigerians and 111(31.2%) expatriates. Of the 1,324 academic staff in Nigerians universities at that time, 724 (54.7%) were Nigerians and 595 (45.3%) expatriates (Fafunwa, 1971). Thus, good academic mix, which is one of the major criteria in attaining world class standard was undoubtedly present in the first generation universities and was one of the reasons for the international comparability of graduates of that period. Unfortunately, the situation is no longer the same with the apparent indigenisation of academic staff of tertiary institutions. Not only is there a marginal presence of foreign lecturers (less than 2%) in most tertiary institutions (Okebukola, 2010), there also exists a yawning gap between the number of available and required lecturers for effective functioning.

In 2005, for instance, a total of 72,704 staff, comprising 16,856 (30.18%) academic and 55,848 (69.82%) non-academic, was in the employment of the 31 Federal universities in the country.   Analysis of the academic staff strength by status in 2005, shows that app.60% of the academic staff were Lecturer 1 and below. The staffing situation remains virtually the same to date. For instance, the total academic staff strength of the Nigerian university system in 2008 was 30,309, (3,041, app.10% of whom were professors) with a shortfall of about 40% (Okebukola, 2010); while, only recently, it became public knowledge that only about 60% of

lecturers in Nigerian universities have PhD degrees (Idoko, 2011). This is waxing! Similarly, the data from the education road map report of 2009 by the Federal Ministry of Education, showed the staff strength of Nigerian Universities as 99,464, comprising 27,394 (27.54%) academic staff and 72,070 (72.46%) non-academic staff with a shortfall of 19,548 (41.64%) academic staff (Nwangwu. 2012) The situation prompted the Executive Secretary of Nigerian Universities Commission (NUC), Professor Julius Okojie, to admit that the major challenge confronting the nation's university system is weak academic staff. In the context of this lecture, it is waxing when only 27,394 (58.36 %) lecturers are required to provide the same quality of service required of 46,942 lecturers-an obvious factor in poor product quality! (Idoko, 2011).

To a large extent, what determines staff quality is the recruitment process, i.e, whether with wax or wax-free. It must be acknowledged that anywhere in the world, there is allowance for discretionary appointment so long as the candidate is prima facie qualified (particularly, in upcoming disciplines where specialists are relatively difficult to come by). However, recruitment process that is overtly responsive to political leanings, religious affiliations, ethnic sentiments or other vested personal interests over and above sound intellectual and personality dispositions, or corporate organisational interests, amounts to waxing with potential detrimental effects on product quality (Olasehinde-Williams, 2009).

Beyond recruitment, newly appointed lecturers require a 'fit- for- use' process to assure service competence and effectiveness. In this regard capacity building (for teaching and research effectiveness), mentoring (by experienced and exemplary lecturers for socialization into the ethics of the profession) and skill up-scaling initiatives (in form of further studies) are required development initiatives for beginning and young lecturers. Admittedly, adequate provision has always been in place for skill up-scaling inform of staff development opportunities and support available for junior lecturers to acquire doctoral degrees. For instance, the NUC, as the regulatory agency, actively encourages universities on staff development and capacity building and the Tertiary Education Trust Fund (TET-Fund) provide generous funding for the same. It is also true that many tertiary institutions provide periodic skill up-scaling opportunities in the form of workshops, conferences and symposia for the generality of academic staff.

In relation to mentoring, however, beginning lecturers in many tertiary institutions are, more often than not, on their own, groping in the dark, as it were, to gain mastery of their job specifications. Not only are they on their own, they are also often assigned lower level courses. Expectedly, when inexperienced lecturers teach fresh and inexperienced students, the scenario is comparable to the blind leading the blind. This practice is waxing and can only be expected to produce weak academic foundation with potential to thwart completion quality. It is also waxing when lecturers are made to carry excess workload because it definitely limits their capability to give of their best to the system. Therefore, if the plethora of chronic challenges confronting the tertiary education sector must be confronted; and the global competitiveness of products of tertiary education must be raised, then all forms of waxing connected with staff recruitment, development and utilization must be redressed.

Administrative Staff Quality: Of more direct relevance to this lecture are the management staff, many of whom are themselves academics (including the Vice Chancellors, Rectors, Provosts, their Deputies, Registrars, Bursars, Deans, Directors and Heads of Departments). The quality and integrity status of such individuals appointed to manage the system are critical in initiating and driving programs relative to the achievement of the organisational goals. Management staff with track record of success emerges through competitive appointment procedure which emphasizes intellectual and leadership competence and high integrity status. Waxing occurs when appointment into such position of responsibility is achieved through mudslinging, intimidation, blackmail, 'god-fatherism', religious or ethnic sentiments (Olasehinde-Williams, 2008). Where merit is not factored into selection procedure, good quality service delivery can only be a chance occurrence.

Student Quality: Students are perhaps the most important component of the tertiary education system because it is for them the system is established in the first place. The principal responsibility of the institution is to transform 'green' students at inception to highly skilled men and women with appropriate knowledge, skills and values for their effective participation in nation building. However, the extent to which this mandate can be fulfilled depends greatly on the quality of students admitted into the system.

In recognition of this fact, admission of students for tertiary education, before independence, was limited to individuals who possessed the intellectual capacity and capability to profit from university education and to available space (Adeshina, 2005; Ade-

Ajayi, Goma & Johnson, 1996). Even when, following independence, universities in Nigeria embraced the challenge of widening access or massification, admission was still conducted with an eye on quality, relevance, equality and equity (Oduaran & Oduaran, 2007). However, it soon became obvious that the demand for university education far outweighed the facilities available on account of population explosion, the after effect of universal primary education of 1976, but particularly the centrality of educational credentials to opportunity and mobility structures in the society. In response, government expanded carrying capacities of existing tertiary institutions and continues to establish new ones. These measures notwithstanding, there still remains a yawning gap between the number of qualified candidates and spaces available in the system. For instance, the World Bank report (1997) puts the proportion of potential candidates ever admitted into all universities (Federal, State and Private) annually at 30 %.

Of more direct importance to this discourse, however, is the extent to which tertiary institutions are able to reconcile the challenges of widening access versus carrying capacity; quota versus quality of student intake; as well as discretional versus merit admission procedure, without wax.

Waxing during admission may occur in different ways. For instance, it is waxing when the number of students admitted far outshoots the institution's/programme's carrying capacity. It is waxing when discretional admission list (responsive to religious, political or ethnic sentiment) eclipses the merit list. Adesina (2005) noted that the quality of students admitted in some universities cannot be vouched for on account of such waxing. It is waxing when candidates are arbitrarily assigned to programmes without recourse to their interests or intellect because it blocks achievement motivation. It is waxing when affirmative action on account of gender or disability status is not factored into admission criteria. Such waxing behaviours stand to compromise the potential of students to profit from teaching/learning relationships, model negative character traits to students and consequently limit the quality of graduates.

Quality of Teaching-Learning Environment: Behavioural psychologists including, J.B. Watson and B.F. Skinner, emphasized the central role of the environment in shaping human behaviour. From this perspective, students will engage in meaningful learning when they are motivated to learn. One subtle, but important, method of motivating students is the provision of conducive learning environment. In recognition of the critical role of conducive

environment in preparation of world class graduates, some tertiary institutions in Nigeria are becoming more student-friendly in terms of provision of top quality infrastructural facilities, teaching /learning resources, campus beautification, landscaping and greening initiatives. Even if small, the Federal Ministry of Education, and the NUC make some provision for construction of infrastructural facilities and procurement of teaching/learning resources in the fund they extend to universities. Similarly, TET-Fund, Non-Governmental Organizations (NGOs), banks and private individuals have funded the implementation of Information and Communication Technology (ICT), including e-libraries and computers, in several tertiary institutions.

Despite such efforts, however, the state of infrastructural development in many tertiary institutions is still very poor. For instance, in his gap analysis, Okebukola (2010) found that a huge gap exists between where the median-ranked Nigerian university is and where it should be to attain world-class status. Low quality libraries, empty laboratories, inadequate classroom/hostel facilities, and over-stretched municipal services still characterize many tertiary institutions basically because of various forms of waxing. For example, it is waxing when laboratories and workshops are stocked with obsolete equipment; when construction projects are awarded to political money bags who have no expertise in building; when classroom facilities are inadequate for the number of students; when funds meant for infrastructural development is diverted to, or fixed in, private accounts; when no provision for voice projection or ICT facilities is built into lecture theatres; when lecturers have inadequate work space; when clean toilet facilities are exceptions rather than the rule; when departments borrow equipment to scale through the hurdle of accreditation etc. Needless to add that without the right equipment, infrastructures and facilities, quality knowledge can hardly be imparted to students since one can only get what one has ordered!

Quality of Curriculum: The curriculum (i.e. courses/disciplines /learning activities together with inputs, processes and products) essentially determines the nature and quality of knowledge, skills and character acquired by graduates of the tertiary education system. To be viable therefore, the curriculum must not only be tailored towards fulfilling the national objectives of tertiary education, it must also be responsive to emerging national challenges. For instance, the first set of tertiary institutions in Nigeria, established by colonial masters, was modelled after European traditions; and developed curriculum tailored towards fulfilling the colonial needs of support administrative staff. With independence, tertiary

education in Nigeria has made substantial progress in curriculum development relevant to the needs of the nation; and today, efforts are made by some institutions to provide appropriate learning opportunities (through periodic curricular review) to ensure that students learn to their fullest. However, the fact that stakeholders continually express reservations about the skill competencies of the generality of Nigerian graduates is suggestive of endorsement of waxing behaviours in curriculum development in some institutions. For instance, exposing students to recycled curricular is waxing; providing a one-size–fit-all curriculum, not responsive to varying student aspirations, is waxing; absence of practical-oriented curriculum initiatives for professional programmes is waxing; absence of integration of character training into the curriculum is waxing etc. Obviously, such waxing behaviours limit the potential of graduates of tertiary education to compete globally or even respond to challenges confronting the nation.

Quality of Educational Reforms and Policies: For optimal contribution to human capital and economic development, periodic and appropriate education reforms and policies in consonance with the National Development Plans, are required. The way and manner such reforms and policies are derived as well as their quality go a long way to determining the quality of products of the tertiary education. Educational policies that will effect positive change must derive from research, empirical or theoretical. There is however evidence to believe that education reforms and policies developed for tertiary institutions are not all wax-free. For instance, it is waxing when education reforms and policies are merely handed down, in a top-bottom approach, to tertiary institutions rather than being derived from relevant stakeholders (Obanya, 2009). It is waxing when education reforms and policies are hurriedly derived and imposed without proper planning or articulation. It is waxing when education reforms and policies are equated with pet projects that must change with every change in leadership of the education superintending ministry or agency, without being worked through. It is also waxing when reforms and policies fail to interface with the realities of the society (Abdullahi, 2010). Expectedly, the outcome of such waxed reforms and policies stand to compromise the quality of products of tertiary education.

Process Stage Waxing

Obviously, input variables, no matter how qualitative, can only succeed when they are acted out wax-lessly. Policies, Resources, facilities, curricular initiatives for the education system must be acted upon wax-lessly to engender graduates with appropriate knowledge, attitude and skills for positively impacting the society. In line with the thesis of this lecture, the extent to which management, teaching and assessment functions in tertiary institutions are carried out wax-lessly greatly determines the extent to which products of the system can be trusted to be what their certificates profess.

In reality, however, there are intellectual and psychological dimensions to the nature and quality of managers' and academics' implementation of their job specifications. This is because, unlike reflexes and instincts, high level behaviours (such as those involved in administration, teaching and assessment), typically derive from cognitive and affective analysis. Support for this view is provided by the social-cognitive theory which stresses that individuals' interpretation of their own personal characteristics and environmental circumstances affect their behaviour (Bandura, 1986; Mischel, 1968 and Rotter, 1966). Thus, administration's and lecturers' perception of their corporate responsibilities; and the nature of their emotional involvement in the system often determine whether or not they will engage in waxing behaviours in the discharge of their responsibilities.

Management Function Waxing: Day-to–day management, appointment and promotion of academics, appointment to positions of responsibility, disposition to personal initiatives, crisis management, application of rewards and sanctions are some of the major functions of the administration in tertiary institutions. The extent to which these functions are discharged without wax contribute immensely to the quality of staff and student performance and the eventual outcome of the products of the system (Olasehinde-Williams, 2008).

Waxing in management functions manifest in various ways. For instance, it is waxing when simple teaching –learning resources such as white board and markers, IT facilities, public address systems, effective lighting, up-to-date text books, conducive classrooms, library and office spaces cannot be taken for granted. It is waxing when management style is autocratic and stifles personal initiatives among staff. It is waxing when academic workload is not regulated. It is waxing when performance expectation is repressive

and unachievable. It is waxing when staff promotion is subjective. It is waxing when disciplinary procedure is inconsistent. It is also waxing when application of rules and regulations is inconsistent (Olasehinde-Williams, 2008). Expectedly, such waxing behaviours compromise staff performance and eventual quality of output. Confirming this view, Behavioural psychologists, including Ivan Petrovich Pavlov, Burrhus Frederic Skinner, Edward Lee Thorndike and James Watson all admonished that repressive environment and inconsistent application of reinforcement and punishment are counterproductive procedures for behaviour modification and performance efficiency.

Teaching Function Waxing: Academics, by their job specifications, perform tripartite functions: teaching, research and community service. While all of these contribute to the realisation of educational goals, emphasis in this lecture is limited to the teaching function because of its direct implication to the quality of graduates. As shown in Figure 4, three components are critical to the effective discharge of this core responsibility.
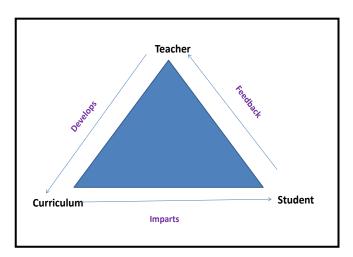

Figure 4: Components of Teaching-Learning Relationship

As shown in Figure 4, it is the responsibility of lecturers to gather information to determine what their teaching should accomplish (curriculum), identify characteristics of the students to teach, determine the most strategic methods to teach them , prepare the teaching plan, execute (impart knowledge) and finally evaluate the teaching program (feedback). It goes without saying that waxing of any of these functions would compromise the quality of products of the system. There is however reason to believe that low quality academics invariably engage in waxing and consequently lag behind in qualitative service delivery in

each of these functions. For instance, dictating obsolete or foreign textbooks or same lesson note year-in, year-out, in the name of lecturing is waxing. It is waxing when professional courses are largely restricted to the four walls of the classroom with limited exposure to the end-users' clime.   It is waxing when teaching is mainly traditional and devoid of technological support. It is waxing when lecturers skip classes without making up for them. For instance, the *Nigerian Tribune* Newspaper (27th Nov. 2007: 9) reported an appeal by a student of a tertiary institution to the Honourable Minister of Education to save them from lecturers in the habit of missing classes and extorting money from students for grades or project supervision. It is waxing when lecturers are saddled with heavy lecture workloads or teach hundreds of students in crowded classrooms. It is waxing when young lecturers are sent to the classroom without mentoring opportunities. It is waxing when research is essentially motivated by promotion imperatives and rarely responds to any societal, industrial or curricular need (Adesina, 2005; Olasehinde-Williams, 2005; Centre for Academic Integrity, 2005).

In particular, the extent to which lecturers discharge assessment responsibilities without wax has implication for the worth of graduates' certificates and for their eventual endorsement of integrity as a life value (Teodorescu & Anderi, 2008; Olasehinde-Williams, 2005; Godfrey and Waugh, 1998). This is mainly because, as educators, lecturers are uniquely positioned to teach, model and assure integrity in the assessment of students' academic behaviours.

It must be acknowledged that many lecturers in tertiary institutions in Nigeria conform to such professional standard (Olasehinde-Williams, Owolabi & Yahaya, 2009). However, there is evidence in literature that a worrisome proportion of academics still communicates negative professional and personal values to the students particularly in relation to assessment (Obimba, 2002; and Okpala & Ifelumni, 2001). Sorting, extortion, inflation of students' grades, obtaining money for project supervision, sexual exploitation for grades or project supervision etc. exemplify academic dishonesty among academics which amount to waxing. For instance, Gesinde (2006) found that some lecturers fail to report students caught cheating, and sometimes even influence students' scores in examinations. On the 15th of September, 2008 the Independent Corrupt Practices Commission (ICPC) in Nigeria quizzed two lecturers of a polytechnic over allegation of extortion; and on the 23rd of March, 2012, the news of fake Youth Corpers (with connivance of some staff within the

university system) sentenced to one year imprisonment or N21, 000:00 fine in Keffi, Nasarawa State, was aired on the NTA Network News. Some of such waxing behaviours are already in the public domain, including that of a 'respectable' lecturer forced to part with a sizeable chunk of his salary in exchange for his freedom from house arrest in a female student's room (www.saharareporters.com)! Expectedly products of the university system with waxed certificates can hardly be anything but misfits to themselves and the society at large. How this is so in the case of products of Nigeria's tertiary education is considered next.

Quality of Waxed Product

In all developed countries of the world, products of tertiary education serve the people, drive and oil the government machinery and try to make life better for the citizenry. Expectedly, the quality of society's system of tertiary education has a direct and critical bearing on the types of people potentially available for such management of its institutions.

In this country for instance, graduates of tertiary institutions man the education sector, they are in government, construction industry, health institutions, economy, religion, business, administration, manufacturing etc. and the certificate is the major criterion for determining suitability for appointment into most of such positions. Invariably, products of waxed education system always destroy rather than contribute to nation building. Expectedly therefore, the objective realities of the gap between the professed knowledge, as indicated in certificates, and manifest attitude and skills of many graduates of Nigerian tertiary education in their various fields, largely explains the current inability of the nation to hold its own in the global competition of the knowledge industry in the 21st century (Adejumo, 2012) .

It should be worrisome, that Nigeria, the most populous black nation, with about the highest number of tertiary institutions in Africa, with abundant natural and mineral resources and centuries of wisdom, is wallowing in poverty while most other nations rapidly move ahead of her. The catalogue of woes is long but the reasons are not far-fetched. They mostly bother on the low capability, competence and integrity status of many professionals that pass out of the nation's tertiary institutions. For instance, many graduates perform poorly in simple tests and basic tasks; and many graduates are turned down by international communities (Okebukola, 2010). Also, tertiary institutions in Nigeria generally rate poorly in Webometrics rankings conducted annually by a world institution-ranking organisation.

For instance, the 2011 report of Webometrics showed that only eight institutions in Nigeria made the African best 100 list, with the University of Ilorin topping the list in Nigeria and ranking 20th in Africa; and, by the same rating, the best polytechnic in Nigeria ranked the 24th in Africa. Importantly, many honourable members lack the ability to contribute to standing discussion in the House let alone initiate bills. Cases of collapsed buildings are on the increase.

In relation to character, some graduates are implicated in incessant cases of armed robberies, militancy, kidnappings, terrorism, election rigging and thuggery . all generating heightened sense of insecurity among the citizenry. In addition, many others are apparently deficient in emotional intelligence and manifest warped values in their personal and official lives. For instance, on the 23rd of May, 2012, a graduate of a College of Education connived with his brother to murder his own mother because he believed she must be responsible for his lack of progress in life (Kwara NTA 7:30 pm News); and cases of suicide among individuals who profited from tertiary education abound. Besides, corruption appears to be the main industry in many sectors of our society. According to Adejumo (2012), the *This Day Newspaper*, of 25th Mar. 2012, in its editorial opinion online quoted a one-time Senate President, Adolphus Wabara, bemoaning the extent to which corruption has eaten deeply into the fabric of the nation, as saying:

> Sometimes I watch the television and feel that the other name
> for Nigeria is corruption. In America and other countries,
> they have hurricanes and other natural disasters. It, however,
> appears to me that Nigeria has its own natural disaster, which
> is corruption (25th March).

Such a conclusion probably stemmed from the daily revelations of one scam or fraud after another including the mind-boggling fraud in the petroleum sector, in the pensions fund and in the stock exchange; the systematic looting of our commonwealth in government as in the incredible story of a serving permanent secretary who was said to have in his possession the sum of N2 billion in cash, not to talk of the disappointing indictment of a 'honourable' member of the House of Assembly and Chairman , Integrity Sub-committee, in a $620,000

bribery saga! Consequently, Nigeria ranks among the most corrupt nations in the world as shown by the annual corruption perception measures (Figure 5).
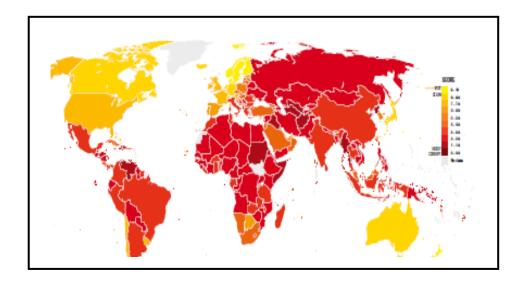

Figure 5: Corruption Perception Index:2011

Source: Transparency International (2012) .Available at
www.transparency.org

One thing common to all the cases is the fact that most culprits are graduates of tertiary education! So how can Nigeria get out of the woods and reverse the current failure in the capacity of tertiary education to deliver on its mandate of nation building? It is by re-formatting tertiary education in the country as articulated next.

The Way Forward

Academic Integrity Deficiency Syndrome (AIDS) is a multi-faceted virus ravaging tertiary education in Nigeria at an alarming rate. Just as required a computer attacked by a destructive virus, re-formatting is the only viable option if the system must be prevented from eventual crashing.

Re-formatting? This is to repeat formatting or to format again. Formatting is an important concept in computer language. Formatting a computer hard drive prepares the computer to accept and store data. Computers are often formatted before they are sold. Subsequently, scanning with potent anti-virus will suffice to rid the system of minor virus attacks. However, when the computer faces the risk of total collapse or crashing on account

of viruses or errors, re-formatting is the only solution. Re-formatting takes a process: saving all clean data and soft ware in external hard disk; wiping all corrupt data and software; and returning the system to its "out of the box" settings to enable it to start again on a clean slate. In the context of this lecture, the Nigerian tertiary education system is perceived to be on the verge of total collapse on account of attack by a 'hydra-headed virus' here conceptualised as *Academic Integrity Deficiency Syndrome* (AIDS). The concept of Re-formatting is thus used to mean scanning and ridding tertiary education system of all corrupt tendencies to make it fit again for the use of our society. The way to do this is to:

i.   keep the products and clientele of tertiary education in focus;

ii.   identify inhibitors of product quality for complete wiping out i.e. waxing at inputting and processing stages; and

iii.   restore drivers for preservation of product quality i.e. integrity at inputting and processing stages.

Undoubtedly, the challenge is daunting, but it is certainly not insurmountable as can be gleaned from experiences in other nations.

Lessons from other Lands

Because of time and space, example, in this lecture, is limited to only one country, Malaysia, in South-East Asia. Malaysia because that country shares a number of things in common with Nigeria. For instance, like Nigeria, Malaysia is a member of the commonwealth as a territory formerly under British rule; the first university in Malaysia, the University of Malaya in Kuala Lumpor, was affiliated to the University of London just as our own University of Ibadan; and the country had at a time contended with the kind of challenges Nigeria currently faces in its tertiary education. More importantly however, the choice of Malaysia was informed by its demonstrated robust capacity to confront those challenges and turn around the fortune of its tertiary education and, by extension, its society's socio-political and economic status.

The affiliation of the University of Malaya to the University of London at inception ensured that graduates of the university were at par with their parent institution in terms of quality. Even after its independence in 1957, products of universities in Malaysia remained internationally competitive. At a point however, the situation changed and a big disconnect

between graduate skill competence and employers' requirements became evident. The deterioration in university education then was pinned to poor funding and massive corruption in the country. By 1998, it dawned on Malaysia that corruption in its society could only be controlled if the quality of graduates from its tertiary education was assured   Consequently, Quality assurance in higher educational institutions became an issue of major concern to the nation such that   quality-driven initiatives became high on the agenda of many educational institutions and a deliberate plan to assure the quality of products of its higher institutions was instituted in the country. Starting with the University of Malaya, an omnibus quality control and monitoring mechanism was instituted as shown in Figure 6.
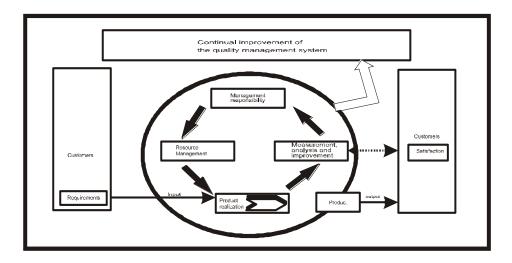

Figure 6: Management System Framework at the University of Malaya: 2000
Source: Tie (2005, P. 8).

As shown in the framework, all activities relating to university education were geared towards meeting employers' /societal needs and satisfaction. To that end, a number of deliberate approaches to quality assurance as highlighted by Tie (2005) were endorsed and pursued:

  i.   fund invested in higher education was increased significantly;
 ii.   a quality management system was established in the University of Malaya in 2002 comprising eleven processes with focus on teaching and learning ; human resource – appointment and performance; infrastructure; finance; students evaluation, follow-up and complaints etc;
iii.   an enhanced legislative framework was put in place to provide legitimacy for the quality management system;

iv. the Ministry of Higher Education established a Quality Assurance Division which developed a quality assurance system that conforms to international quality standards; and

v. a formal procedure for evaluating public universities was put in place to ensure compliance of higher education institutions with minimum quality standard.

Not only has the initiative enhanced quality of service delivery in the university of Malaya, many other higher institutions in the country have keyed into the quality assurance process; and the system has resulted in a higher level of awareness among the staff of the need to strengthen quality in the higher institutions. Consequently, out of the 183 countries around the world rated in 2011, Malaysia had a Corruption Perception Index (CPI) of 4.3 and ranked 60th; compared with Nigeria's score of 2.4 and 143rd position.

My Wax-free Contributions

For me, the issue of academic integrity is not just a theory. Rather, it has been the fulcrum of my contribution to scholarship for the large part of my twenty years in the university system. I have written and published close to 40 articles and chapters in texts mainly on integrity-related issues. I have also supervised several Masters projects and Doctoral theses in related areas. More importantly the opportunity to work as Director in the Centre for Peace and Strategic Studies (CPSS) has provided a practical platform for me to actualise my endorsement of integrity as a management strategy. I must add that my training as an Educational Psychologist and personal endorsement of the culture of integrity have put me in good stead to show that the tripartite functions of teaching, research and community service without wax are do-able in any job specification – and the CPSS has provided such a good platform in this regard.

Teaching-learning facilities in the Centre are conducive and IT compliant, pedagogical methods respond to all forms of learning styles, students engage in stimulating intellectual presentations, have ample opportunity for independent study and are exposed to positive role models in academic staff. Importantly, as Director of the Centre, I have been able to glocalize the peace education through periodic curriculum review and injection of initiatives which are not only responsive to current societal challenges but are also market-driven. For example, students are exposed to accomplished peace scholars and professionals through active participation in local and national conferences; undergo intensive one week

Alternative Dispute Resolution (ADR) training retreat; participate in a 4- week full residential Community-Based Experiences (COBES) in communities experiencing conflicts; and engage in public presentation of their on-the -spot observations, intellectual conflict analysis and professional resolution initiatives. Apart from recently producing our first PhD candidate , our ability to prosecute such curriculum initiatives wax-lessly have earned the Centre the confidence of our COBES host communities and culminated in the ongoing involvement of the Centre in practical resolution of the protracted conflicts. This , I am very proud to say, is a best practice in peace education and town and gown relationship fostering, which the Centre hopes to eventually put together in print.

I must also place it on record that my involvement in the Centre gave me the privilege of a very significant contribution to integrity studies and practice as a Lead Consultant to the Inter-Faith Anti-Corruption Advisory Committee (IAAC) and the Economic and Financial Crimes Commission (EFCC) in the development of a world-class Manual, complete with Facilitator's Guide, for teaching against corruption among Christians in Nigeria.   Mr Vice Chancellor, Sir, thank you so much for the opportunity to put life to my research efforts.

Recommendations

1. **Viable Education Policy, Curriculum and Reform Initiatives**: To be wax-free, education policies and reform initiatives must derive from comprehensive and objective appraisal of societal needs using the bottom–top development approach. This requires the involvement of all stakeholders in the tertiary education enterprise (including the end-users of tertiary education product) in the appraisal and identification of societal needs and planning of policies and reform initiatives for purposes of viability, buying-in and ownership. Besides, such an approach depoliticizes education policies and reform initiatives thus ensuring sustainability by successive administrations in the nation. Importantly, Curriculum initiatives must respond to local realities in content rather than being strictly propelled by global imperatives. It is for instance counterproductive to promote courses in space engineering in a country where automobile plants still rely on foreign expertise to assemble cars; and construction companies have constraints with properly trained engineers/labours to improve the safety of finished buildings.

More and more, tertiary education clients are seeking for graduates with integrity, multi-task ability, creative disposition, high emotional intelligence status, effective communication

skill who are skilled in their professions, good team players, computer savvy etc. Similarly, in addition to skill competence, the society is yearning for graduates with integrity, entrepreneurial and effective conflict resolution skills. Tertiary education must engage in periodic curriculum review to be responsive to such needs; profit from constant feedback from employers of graduates; and must be flexible and dynamic enough to allow cross-lateral relationships among faculties and programmes (for instance lecturer expertise should be pooled across disciplines and students encouraged to access courses with potential to potential to facilitate their career plans from any faculty in the system.

2. **Policy Sustainability Mechanism**: As much as possible, education policies and reform initiatives must be depoliticized in order to ensure their sustainability. Closely related is the need to allow leadership of Federal Education Ministry sufficient time to drive specific policy initiatives to logical conclusion rather than being changed frequently because it, no doubt, limits quality driving.

3. **Funding Gap Closure**: For meaningful intervention initiatives, UNESCO'S 26% benchmark should be the minimum allocation of fund to tertiary education in Nigeria. More importantly, existing gaps among approved, released and disbursed fund must be bridged if quality tertiary education is to be assured in the nation.

4. **Top-Quality Teaching-Learning Facilities**: More importantly, to uphold the wax-free culture, disbursed money should be channelled to providing international standard enabling environment for teaching /learning in terms of classroom upgrading, technological support (i.e. ICT training of staff and students, multimedia and voice projection facilities) laboratory equipment, up-to-date books and library facilities, provision of stable power supply to run the facilities etc.

5. **Wax-free Management Practices**: Tertiary education leaders, with capacity to engender a culture of integrity, must themselves demonstrate commitment to the fundamental values of integrity in their day-to-day life and management practices. In order to ensure that higher institutions are manned by such individuals, appointments into responsibility positions (including registrars, provosts, rectors, vice chancellors, council members, deans, directors, heads of department and student union leaders) should be based strictly on merit rather than on political, religious or ethnic sentiments. Importantly, people in management positions must be made accountable by building accountability structure into all positions in

the system. One way of entrenching such a culture of integrity is by putting in place reward and sanction system that is objectively and consistently applied to ensure that managers are accountable for their actions and / or inactions.

6.   **Top-Quality Academics**:   It is no longer news that no education system can ever rise above the quality of its teachers, who are the prime drivers of the system. It is not an exaggeration to posit that low quality academics almost always lag behind in qualitative service delivery since no one can give what he/she does not have. It is thus only logical to ensure that staff recruitment should be based on quality of cognate knowledge, pedagogical skill and personality deposition rather than principally on ethno – religious or political leanings. To further enhance their quality, academics (without education background) should be encouraged to acquire appropriate pedagogical skill through in-service training (for instance, Post Doctoral Diploma programme) and workshops. Importantly, academics should be socialized into the culture of integrity through a well-structured reward and sanction system ; and through mentoring programme in which exemplary senior academics model appropriate professional and ethical standards with potential to seamlessly integrate beginning academics in their respective areas of specialization into the system.

7.   **Top –Quality Student Intake**:   Closely related to the quality of staff recruitment, is the quality of student intake, which essentially determines the pace and standard of working through the learning maze. To attract students who are intellectually and emotionally capable of profiting from tertiary education, student admission should be largely based on performance in competitive examinations (written and oral) and placement to programmes based on interest and aptitude. Also, because of its inherent advantage of widening the critical mass of competent human resources available to the nation, inclusive education (particularly in relation to gender equity and disability) should be endorsed in the nation's tertiary institutions.

8.   **Bridging the Knowledge –Action Gap:** A key reason for current lack of sufficient number of competent graduates to manage the nation's economic development is the obvious disconnect between the needs of the Nigerian industry and the nation's output of graduates. In many other countries, technical education is an integral part of economic development strategies. In Nigeria, unfortunately, technical education has fallen out of popularity among young people who, instead, are focusing on obtaining university degrees rather than developing skills that are in demand in critical areas of the economy. In the

opinion of this author, technical education can be the vehicle for addressing the current skills gaps in different economic sectors. It is thus here proposed that emphasis should be on establishing universities of technology and polytechnics because of their strong focus on performance rather than literary knowledge. In addition, the industry should be encouraged to actively partner with tertiary education at the formative level in designing curriculum tailored to their needs to ensure the production of graduates fit for their need.

9. **Character Training**: Just as all problem behaviours are rooted in character, there is a strong connect between waxing behaviour and human character. Character counts because it relates to how individuals make decisions in life and determines their responses, regardless of circumstances. Individuals with good character are propelled by inward motivation to do what is right under any circumstance even when no one is watching them. Therefore, if the temptation value of waxing is to be stemmed, all stakeholders in tertiary education must be assisted to endorse good character. This can come about through integration of Values and moral/ethical education into tertiary education curriculum, for instance, as General Studies (GNS) courses, periodic seminars and workshops where the current *Sweet is Sweeter Without Sweat* orientation can be reversed and people can, hopefully, begin to appreciate the fundamental values of integrity in all issues pertaining to tertiary education. The possible spill over effect of such a re-orientation into other facets of the society will be the long-term dividend accruable from this initiative.

10. **Productive Measurement and Evaluation Initiatives:** What is not monitored cannot be measured and what cannot be measured cannot be evaluated. To determine the extent to which the quality of tertiary education in Nigeria can be assured, there will be need for constant monitoring of the system through productive assessment and evaluation initiatives. To this end, rather than sole- reliance on the traditional paper and pencil technique, multiple sources of assessment should be embraced. Performance tests, project completion and class participation are some other forms of assessment with potential to ascertain competency level of students. Also, to further minimize academic dishonesty, supervision of examinations could be handled by retired or seasoned / civil servants / lecturers as obtains in some other parts of the world where serving lecturers interested in supervising are required to apply and comply strictly with approved protocol (but with special pay for the service).

In relation to evaluation, team-taught courses should be team-marked, through conference marking, with standard marking scheme, to enhance marking objectivity. Importantly, to ensure that graduates can truly deliver on what their certificates profess, determination of students' final performance should be in two parts , reflecting both performance and knowledge scores (possibly in the ratio of 60:40 in favour of performance). It is however also important that the fundamental human rights of students must be protected in the system by putting student-friendly structures in place to encourage them to speak out against such waxing behaviours as victimization, sexual harassment and extortion.

11. **Objective Reward and Punishment Structure:** Behavioural psychologists emphasize the importance of two procedures in shaping human behaviour – reinforcement and punishment. While reinforcement increases the probability of a desirable behaviour, punishment reduces its probability. To be effective, however, these procedures must not only be consistently and objectively applied, concerned individuals must perceive them as sufficiently valuable and aversive respectively. Consequently, if the 'without wax' campaign in tertiary education is to succeed, and the vicious cycle of waxing broken, such virtues as honesty, hard work, transparency and accountability, in different facets of the society, including the tertiary institutions, must be publicly acknowledged and rewarded; while stringent measures must be put in place to combat vices in the institutions and the larger society. For instance, corrupt officers in government, private and civil service must be brought to justice; the 'get-rich-quick' syndrome must be abated; and persons of doubtful characters must be screened from public offices.

12. **Institution of Academic Integrity Climate**: Based on the shortcomings of existing measures of dealing with waxing behaviours in Nigerian tertiary institutions, it is here strongly recommended that each institution should establish and implement distinct academic integrity policy complete with specification of responsibilities, obligations and rights of all stakeholders in the education enterprise. To ensure compliance, appropriate guidelines and procedures must be put in place to deal with cases of infringement of academic integrity. Like the University of Malaya, the University of Ilorin can champion this cause by adopting the already developed Academic Integrity Policy draft. Also, in order to enhance the rating of the tertiary institutions internationally, it will be important for them to form an academic integrity consortium comparable to the successful models in the United

States of America and Europe, but responsive to the distinct psycho-social variables of the Nigerian society.

Summary and Conclusion

The world over, tertiary education is relied upon for churning out sufficient numbers of competent minds to contribute maximally to the socio-economic and political development of the society. To realise this societal objective, Nigeria has taken giant strides in establishing and funding tertiary education ; and thousands of graduates are churned out annually from the close to 500 tertiary institutions in the country. Unfortunately, however, the nation is yet to achieve any significant shift from its low developmental status because of the yawning gaps in the knowledge, attitude and skills of the generality of graduates of the tertiary education basically on account of infection of the system with Academic Dishonesty Syndrome.

However, to this author's mind, the embarrassingly poor rating of Nigeria's tertiary education internationally; the stark reality of the dearth of competent graduates to man the nation's critical developmental efforts; the tragedies of the despicable behaviours of people in leadership positions in the system and society; and the dangers inherent in the warped values of the generality of young graduates should give the nation, and indeed , all stakeholders in the education enterprise opportunity to reflect on the philosophy , core values and the purpose that govern the nation's tertiary education. Such sober reflections are required if the fundamental values of academic integrity such as honesty, industry, transparency and accountability in all matters relating to the education enterprise are to be promoted; and tertiary education saved from imminent crashing. In concert with the thesis of this lecture, therefore, Nigeria can become an economic power-house and realize its vision of becoming one of the 20 largest economies in the world by year 2020 (20-20-20), if proper attention is given to re-formatting its tertiary education by endorsing an academic integrity culture, in order to assure end-users that products of tertiary institutions are indeed wax-free.

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Mr. Vice Chancellor, Sir, Distinguished personalities, Ladies and Gentle men, three major things make a person, and by extension, a nation: **Fear of God, Integrity and Hardwork**. I therefore like to end this lecture by admonishing us all, as stakeholders in the tertiary education sector, to make these three guide us in the discharge of our responsibilities to God, our nation and humanity.

Now unto the King Eternal, Immortal, and Invisible the only Wise God I give all the glory for whereas, in 1952, I felt secured only in my mother's arms, today, I feel at peace in the Right Hand of Righteousness of my Lord and Saviour Jesus Christ.

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