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Public Universities Graduates: *Implications for National Security*

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Abstract — Public Universities graduates: Implications for national security was the title of the study carried out for the purpose of identifying problematic factors that has hindered the production of competent and skilled graduates for national development and security. Ten factors that are believed to be problematic in the public universities in Nigeria were looked at, as against the production of competent and skilled graduates. Fifteen public universities (8 federal and 7 states) were randomly selected across the nation to participate in the study. Four questions were asked and three hypotheses were formulated in order to guide the study. The questionnaire used was content validated by experts and its reliability value was 0.73. The population of 21,414 out of which 3,212(15 %) of academic staff which made up the sample of the study were administered the questionnaire for the study, 3115(97%) were retrieved but 3019(94%) were found usable, these were subjected to a statistical analysis using the Pearson product moment correlation coefficient for hypothesis one and two, t- test for two independent samples for hypothesis three, and mean for ranking problem factors in question 4. among the findings were as follows:

1. There was a significant relationship between the problematic factors and quality of graduates produced from Nigerian public universities
2. There was a significant relationship between Nigerian graduates and national security
3. There was no significant difference between the perceptions of academic staff in federal and state public universities regarding the problematic factors that militate against the production of competent/skilled graduates
4. Human and material resources were ranked first on the list of problematic factors militating against the production of competent/skilled graduates

Based on the above findings, recommendations were proffered.

Index Terms — *problematic factors, competency, Nigerian graduates*

I. INTRODUCTION

It has been found out that education is a useful tool to help develop the nation and her citizens, physically, psychologically, socially, economically, technologically and so on, because this asset called education a lot of nations have successfully crossed over from dark ages to light ages where they are technologically advanced and able to affect their world positively, however some nations who do not believe in education as a tool or pretend to believe in education for developing a nation have also faced the consequences. Nigeria as a nation love educating her citizens that is why a programme such as "Universal Basic Education" (UBE) for children from Primary to Junior Secondary 3 be educated in schools free, because of her love for education, in her fifty three (53) years of existence, she has well over a hundred universities, this is to enable the teaming youths seeking for a university education to have a chance. These youths have a lot of stumbling blocks on their way to being admitted into a university. First, is the school certificate such as "West Africa Examination Council (WAEC), National Examination Council (NECO), National Business and Technical Examination Board (NABTEB), secondly, there is the Joint Admission and Matriculation Board (JAMB) examinations, then there is the almighty post University Matriculation Examination (Post UME) then admission cut off mark set by National university commission (NUC), lastly number of candidates to be admitted also set by

NUC. These series of hurdles are actually intended to bring out the best brains in their various fields of endeavors to be admitted into the universities to study but unfortunately, these examination bodies encounter series of problems ranging from malpractices, inadequate funding, corrupt practices by officials before, during and after invigilation which prevent them from carrying out their duties effectively. From observations not all students who passed their post UME that are admitted because of quota system and quota to be admitted also dictated by NUC. In other words a lot of them will still find themselves roaming the street and re-sitting the exams with exception of secondary school final examinations such as WAEC, NECO, and NABTEB. The purpose of these explanation is to recount the rigorous moves every student candidate makes to enter the university, the few that finally make the admission requirement and are admitted, come in with enthusiasm and zeal to learn and become somebody who will contribute effectively to the development of the local community and the nation at large. Their parents are proud of them and would gladly provide all their needs and school requirements because they are happy and excited about their children going off to the university. The admitted students go to their various schools and learn for a minimum of four years or more depending on the course of study. After graduation, they go for the national youth service corps (NYSC) where they serve the nation for one year. This is actually the last year to remain childish, after NYSC year, it is time to find a job and be matured. This is when the problem starts.

A. Statement of the Problem

From observations, employers of labour have often complained and rejected graduates that come for interview because of incompetency and lack of skill in the area they claim to have studied especially the practical-based ones. This has resulted to a lot of graduates roaming the street, begging for bread, joining gangs such as cults, kidnappers, and assassins etc. to make a living and make ends meet. It is not in all situations jobs are not available, the jobs are there but no competent and qualified graduates to do the job, in desperation, the employers hire a few to re-train them. The incompetency of Nigerian graduates has resulted in some negative effects such as advance countries stepping down certificates gotten from Nigerian public universities, companies re-train graduates to get quality service delivery, the nation not moving forward technologically, and not self reliant, even transferred technology needs competent hands to manage and maintain them, this has brought shame and disgrace to the nation on countless occasions, this may also contribute to the reason why advanced nations look down on the nation. This has also brought threat to the nation's future. Thousands of graduates are released every year from the universities not knowing what to do in life because they are unskilled and cannot function effectively in the system, this brings frustration which sometimes result in prostitution for the females and armed

robbery for males, blood sucking groups emerging to destroy lives and properties only to ask for amnesty after much destruction, this is because they are not happy. This research went searching for the reason(s) why graduates were not adequately prepared for the world of work. In carrying out this research, ten problem factors were outlined for the study these included: (1) provision of human and material resources (2) poor teaching (3) school administration (4) university autonomy (5) examination malpractice and cultism (6) incessant staff strikes (7) funding (8) students reading habits (9) proprietors non-implementation of agreement reached between them and staff (10) proprietors constant interferences in the day to day running of the school. These ten factors were conceptualized as the problem factors. There are other factors that may contribute to the breeding of unskilled/incompetent graduates but this study was only looking at the above ten to examine their relationship/effects to the production of incompetent/unskilled graduates, the outcome of this study may further explain the gravity of incompetent/unskilled graduates to a nation and her security.

B. Research Question

Four questions were asked as follows:

1. Is there a significant relationship between problem factors and quality of graduates produced from Nigerian public universities?
2. Is there any significant relationship between Nigeria graduates and national security?
3. Is there any significant difference in the perceptions of academic staff in federal and state public universities regarding the problem factors that militate against the production of competent/skilled graduates
4. What are the rankings by academic staff regarding the problem factors militating against the production of competent/skilled graduates from the public universities in Nigeria?

C. Hypothesis

There were three hypotheses formulated to guide the study, thus:

1. There is no significant relationship between problem factors and quality of graduates produced from Nigeria public universities
2. There is no significant relationship between Nigerian graduates and national security
3. There is no significant difference in the perceptions of academic staff from federal and state public universities regarding the problem factors militating against the production of competent/skilled graduates in Nigerian public universities

D. Purpose of Study

The purpose of the study was to identify the root causes of incompetency among Nigerian public university graduates and their effects on national security.

E. Definition of Terms

- i. Problem factors: These include: provision of adequate human and material resources, poor teaching, school administration, university autonomy, examination malpractice and cultism, staff incessant strikes, funding, students study habits, proprietors non-implementation of agreement reached, and proprietors incessant interferences in the day to day running of the school.

- ii. Total Mean Reponses = $\frac{\text{Total means for all schools}}{\text{Total number of all schools}}$

- iii. Mean Rating:

Mean (X)	Position
5 - above	1st
4.5 - 4.9	2 nd
4.0 - 4.4	3rd
3.5 - 3.9	4th
3.0 - 3.4	5th
2.5 - 2.9	6th
2.0 - 2.4	7th
1.5 - 1.9	8th
1.0 - 1.4	9 th
0.5 - 0.9	10 th

II. THEORETICAL REVIEW

Education is an instrument of change, technological advancement, development of the nation and progress to mankind in other words education is an excellent tool to use for the realization of the nations goals and in accepting this fact, the national policy on education (NPE) (2004)^[1] by the federal government of Nigeria stated that education is expected to bring about (a) a free and democratic society (b) a just and egalitarian society (c) a united, strong and self-reliant nation (d) a great and dynamic economy (e) a land full of bright opportunity for all citizens. From the above educational goals, education is therefore geared towards the inculcation of the following among others: (1) respect for the worth and dignity

of the individual (2) faith in man's ability to make rational decision (3) acquisition of competences necessary for self reliance (NPE 2004). This research is especially concern about No.3 of this quotation thus: acquisition of competencies necessary for self reliance because it is the people that make up the nation, if a nation is to have security about the future, it must have a people with competencies necessary to build the nation. The youth of any nation are the future of that nation. In Nigeria, the NPE sees higher education as a means by which individuals acquire the physical, intellectual, practical skills which is necessary for self reliance and to be useful members of the society. However, there is public alarm about the quality of education as it relates to work competencies of Nigerian graduates, this worry brings to question the worth of certificate acquired from the public universities. Higher education stands out as being fundamental to the construction of a knowledge economy and society. Tertiary education can be said to be central to economic and political development as well as also being vital in an increasingly globalized competitive knowledge society. (Esamah, 2010)^[2].

Quality assurance in education generally and higher education in particular is a paramount issue if the nation is to attain her goals earlier stated in this work. It is quality education that can yield quality graduates for the nation to secure a place in the committee of nations who are technologically advanced, however getting a quality education in Nigeria public universities has become a herculean and almost impossible task because of numerous problems hindering the acquisition of knowledge in the nation's institutions. The problem of adequate provision of human and material resources is a known fact crying out for help in the nation's public universities as attested to by researches of Osarenre-Osaghae and Irabor (2012)^[3], Adavhiele (2010)^[4], Cole (2011)^[5] and lots more. Nigerian university graduates of technical education face a dilemma of not able to get the required training to function and therefore face a rejection from the world of work. Wordu (1993)^[6] also pointed out that it has been recognized that universities in offering technical education are almost out of harmony with the requirement of the world of work and that this discrepancy was between the skill demanded by the individuals and those possessed by graduates of technical education from the university. Effective training could have eliminated such problems. The quality of teaching will affect the type of learning that takes place in school environment, Watkins (2000)^[7] sees the quality of education as dependant on the factors of the learning environment in other words, when environment is conducive for teaching, effective learning takes place. Watkins postulation could be said to strengthen Bandura (2000)^[8] theory of learning in the sense that all the factors listed by Watkins facilitators of learning are environment-dependent, therefore if teaching is poor then the environment is not conducive. Another factor that hinders learning is unqualified teachers. In some cases when qualified teachers are not available, the school system makes use of teachers that are less

qualified, it is either no money to pay the qualified ones or improvisation takes place when using a near qualified teacher to bridge the gap i.e. a History or any language teacher can teach English or vice versa, in a university this ought not to be so.

All stake holders in the society are concerned with how the education industry is managed especially as it appears that there is a relationship between education and national development. Nwankwo (1982) ^[9] is of the opinion that educational administration "implies the arrangement of human, materials and other resources available for education and carefully using them systematically for the achievement of educational objectives". How well are the resources available being used to actualize goals? Educational administrators are essentially those that organize and implement educational plans, policies and programmes. The actualization of education goals would be determined by several factors one of which is effective running of the school which is the duty of the administrators.

University autonomy is the exclusive freedom of the university to run itself without interference from the public or outside community. University autonomy is a highly significant substructure that is integral to the idea of a university especially on issues related to: selection of students, appointment and removal of academic staff including vice chancellors, the determination of the content of university education and control of degree standards, the determination of size and growth rate, the establishment of the balance teaching, research and advanced study, the selection of research projects and freedom of publication, and the allocation of recurrent income among the various categories of expenditure (Onyeonoru 2008) ^[10]. It has often been said that for universities in Nigeria to play a meaningful role and discharge its responsibilities effectively, the system must enjoy high degree of autonomy but this so called "autonomy" has been eroded by various policies and programmes by the government, for example decree No. 23, of 1975 which allowed the head of state to appoint vice chancellors, (Mgbekem 2004), the introduction of the national university commission (NUC) in 1962 and its reconstitution in 1974 through decree No. 1 of role NUC shifted from mere ensuring orderly development of university education, maintain standards and ensuring adequate funding to an agency with the power to dictate what to teach and the number of students to be admitted into the universities, decree 16 of 1985 amended 1988 section 10 gave NUC the powers to lay minimum standard, accreditation of degrees and academic awards. The quota system also known as federal character is another erosion of autonomy, entrenched into 1979 constitution in the university admission process, the university is under obligation to admit students not entirely on merit but on quota (Babalola, Jaiyebo and Okediran 2007) ^[11]. The joint admission and matriculation board (JAMB) is an examination body that was put in place in 1978 with the fundamental responsibility of conducting entry examination into the universities in Nigeria, this is another erosion of autonomy

(Utile 2008) ^[12], as laudable and desirable as these government organizations they constitute massive interferences to the running of the universities, their functional roles tend to impinge on the statutory functions of the universities. These agencies emphasize quality over funding rather than ensuring that there is adequate funding that will enhance quality. How can universities in Nigeria be autonomous?

Examination malpractice and cultism are other factors that have bedeviled the university system in Nigeria; there are several reasons that can bring about these factors. Examination malpractice can happen in an overcrowded examination halls, inadequate qualified teachers, inadequate learning facilities which made students ill prepared for examinations, incessant staff strikes, corrupt practices etc. cultism can be caused by idle minds when the university is closed down or when staff go on strikes, students are idle and become mischievous, youthful exuberance, godfatherism e.t.c. examination malpractice is any abnormal, unlawful, unruly steps taken before, during and after examination towards achieving success in any examination oral or written. This menace according to Omogide and Oribhabor (2010) ^[12] has bastardized the schools thereby producing half baked graduates that have polluted the society. Cultism in the university system is a terrible phenomenon that has brought terror to the system, where innocent youths are sometimes killed, students unrests are at times caused by cultism.

Staff incessant strikes which are sometimes local and at times national has caused untold hardship to the university system, strike which connote the withdrawal of services rendered can be embarked upon by both academic and non academic staff over grievances of welfare and other factors. These strikes disturbs the smooth running of the school, put a halt to teaching and learning and sometimes schools are shut down when protest, rampage, destruction of school properties get out of hand. Strikes are usually the last card (weapon) used by the workers union to buttress their stand point when negotiations fail, unfortunately, this is the only weapon that draws the attention of the Nigerian government to serious business. Strikes can bring about the breakdown of law and order but it is also very effective in bringing the unreachable government to be reachable. This is why virtually all spheres of workers in all sectors use it to get attention and results.

Funding is an essential factor in ensuring and sustaining quality teaching and learning, effective school administration, adequate provision of human and material resources, staff welfare, conducive environment and reducing staff and students unrests Jacob and Karen (2003) ^[14] in their research discovered that sufficient budget and high budget-implementation would be required to provide human and material resources needed at all levels of education. Funding is the first among other factors that has constituted academic staff union of universities (ASUU) struggles and strikes over the years. In Nigeria public universities ASUU have struggled with the government over adequate funding for the universities but the proprietors (federal and states governments) of public universities have over the years frustrated these efforts by

demonstrating laziness over proposals by ASUU and worse still agreement reached not implemented, just concluded strike is a national strike which was borne out of agreement reached between both parties (ASUU and federal government of Nigeria) since 2009 and yet not implemented. The federal government always sells the cake of not having the money to adequately fund the universities yet new ones are approved and commencing, the problem now is adequately funding these universities so that graduates produced can be competent, confident and skilled.

Students study habits is another problem factor which may result in the reason why they don't do well in examination. Study habits according to psychologist are one of the major reasons why students don't do well in their school work. Stone (2007) [15] came to the conclusion that students who have a patterned study habit thrive much better than students with an un-patterned study habits for example students that take their time such as 2-3 hours daily to read what they have being taught that day than student who study once a week or close to examination. Students study habit may be a contributory factor why graduates from the public universities in Nigeria are not as competent as their counterparts in other advanced countries of the world.

Proprietors not implementing agreements reached between them and ASUU has caused a lot of agitations which sometimes end up in strike of various magnitudes, sometimes universities are closed down for weeks' even months. Academic staffs are totally disregarded by the government, even the researches carried out are not looked at or are the recommendations used for national development, this attitude of the government who are the proprietors of public universities have stunted the growth and wellbeing of the universities and its communities. This unconcerned attitude has brought frustration and depression to the academic staff so much so that going on strike is a solution to some critical problems that needs critical intervention, Academic staff now delve into other business apart from academics. An agreement is a contract, a bond between two or more people or groups or organization, when agreement is reached and the parties sign the agreement, it is expected that the agreement will be implemented but the government will reach agreement to get ASUU to go back to work only to turn around to betray ASUU trust in them. ASUU goes back to work with the mind that implementation of agreement will soon commence but to no avail, then, ASUU waits for a while to see the action of the government before going back to the government as a reminder, then the worms are released from the can, now the truth comes out, they want to renegotiate agreement already signed. This is a "child's play" in a "serious business world", betrayal of its highest magnitude. In all of these another strike is unavoidable because academic are scholars that will not allow oppression of any sort meted on them and of course, as the saying goes when two elephants fight it is the grass that suffers, therefore in the case of ASUU and FGN, it is the students that eventually suffer the consequences.

Proprietors incessant interferences in the day to day running of the university will not allow those trained to run the school to succeed in bringing about the actualization of set goals. As beautiful as the idea of university autonomy, Nigerian public universities are yet to experience its fullness even at this time. The proprietors are of the opinion that because they pay staff salaries therefore they hold the power to control the universities and their staff. It has been said that "he that plays the pipe dictates its tune" This saying however ought not to be applied to the administration of the universities if the nation is to get the best out of them and attain her vision of nation building and technological advancement that will help the nation to fit into global community of nations and also meets her vision for 20-20-20 (Osarenren-Osaghae, 2013.) [16] the government's goal of total control and power over education sector in general and the university in particular sets in motion relations of power conflicts between the internal and external subsystems of the university. These resultant conflicts are sometimes latent and at other times manifest. Outright sack of an appointed officer, fear of premature retirement or rationalization of programmes as a result of government over-regulation all result in decline in morale, goal displacement and ultimately conflict. A situation where government sacks tenured staff at will, plants agents amongst staff and even students gives room for victimization, eye service, double standards, rancour and these can give rise to enormous problems that can play down on the quality of graduates produced.

III. METHOD OF STUDY

The study utilized the correlation research design, fifteen public universities which included: Ahmadu Bello University, Abia State University, Ambrose Alli University, Akwa Ibom State University, Benue State University, Delta State University, Ekiti State University, Federal University of Technology Minna, Kaduna State University, Obafemi Awolowo University, University of Benin, University of Ibadan, University of Nigeria, University of Port Harcourt and University of Uyo (eight federal and seven states) with a total population of 21,414 academic staff made up the population of the study and the sample was 3,212 (15%), that were administered the expert validated questionnaire. A prior test was carried out on the questionnaire to determine its reliability and 0.73 was found out to be its value. The questionnaire contained four sections, 1, for respondents bio-data, 2, for items in hypotheses one and two, 3, for hypotheses three, and 4 for Question four; 3,115 (97%) were retrieved but only 3,019 (94%) were found usable. These were analyzed using Pearson product moment correlation coefficient for hypotheses one and two, t-test for two independent samples was used for hypotheses three and mean for ranking the factors in question four.

The following were the results:

A. Data Presentation

Hypothesis 1: There is no significant relationship between problem factors and quality of graduates produced from Nigerian public universities

Table 1: Pearson correlation between problem factor and quality of graduate produced

Variables	X	Sd	Pearson r	Critical value	Df	Level of significant	Decision
Problem factors	18.316	3.211	.348	.001	3017	0.05	Ho Rejected
Graduates Incompetence	23.001	4.008					

According to table 1 above, Pearson r calculation was .348, the critical value .001, degree of freedom (df) was 3017 at 0.05 level of significance. The law of rejecting or accepting/retaining a hypotheses clearly states that when the calculated value is higher or greater than the critical value, the null hypothesis is rejected and the alternate which is the opposite is accepted, but when the calculated value is lower than the critical value the null hypothesis is accepted or retained. Therefore, in this case the null hypothesis was rejected because the calculated value of .348 was greater than the critical value of .001, consequently, there was a significant relationship between the problem factors and quality of graduates produced from public universities in Nigeria.

Hypothesis 2: There is no significant relationship between Nigerian graduates and national Security

Table 2: Pearson correlation between Nigerian graduates and national security

Variables	X	Sd	Pearson r	Critical value	Df	Level of significant	Decision
Nigerian graduates	16.008	2.721	.285	.000	3017	0.05	Ho Rejected
National security	20.427	3.526					

According to table 2 above, the calculated value of Pearson is .285 while the critical value is .000, with a df of 3017 in a significant level of 0.05. The null hypothesis of "there is no significant relationship between Nigerian graduates and national security" was rejected; therefore, the alternate hypothesis which states that "there is a significant relationship between Nigerian graduates and national security" was accepted.

Hypothesis 3: There is no significant difference between the perceptions of academic staff from federal and states public universities regarding the problem factors militating against the production of competent/skilled graduates from Nigerian public universities.

Table 3: T-test analysis of difference in perception of academic staff in federal and state public universities regarding the problem factors that militate against the production of competent/skilled graduates

Variables	N	X	Sd	df	t-cal.	t-crit.	Decision
Federal Academic Staff	1662	2.561	1.023	3017	0.989	1.960	Ho Retained
State Academic Staff	1357	2.713	1.341				
Total	3019						

According to table 3 above, the t-calculated of the difference in perceptions of academic staff was 0.989 while the t-critical was 1.960 with a df of 3017. Therefore, the null hypothesis was retained; consequently, there is no significant difference in the perception of academic staff from federal and state public universities regarding the problem factors militating against the production of competent/skilled graduates from Nigerian public universities.

Question 4: What are the rankings by academic staff regarding the problem factors militating against the production of competent/skilled graduates from the public universities in Nigeria?

Table 4: Mean rankings by academic staff regarding the problem factors that militate against the production of competent/skilled graduates

Problem Factors

		Provision of Human and material resources	Poor teaching	School administration	University autonomy	Exam. Malpractice and cultism	Staff incessant strikes	Funding	Student study habit	Proprietors' non-implementation of agreement reached	Proprietors' constant interferences in day to day running of the school
universities	N										
Ahmedu Bello University	208	4.828 ^(2nd)	3.612 ^(4th)	2.231 ^(7th)	1.610 ^(8th)	3.222 ^(5th)	4.233 ^(3rd)	5.021 ^(1st)	2.619 ^(6th)	1.388 ^(9th)	0.624 ^(10th)
Abia State University	194	5.121 ^(1st)	4.122 ^(3rd)	2.144 ^(7th)	1.544 ^(8th)	3.192 ^(5th)	3.628 ^(4th)	4.800 ^(2nd)	2.581 ^(6th)	0.601 ^(10th)	1.227 ^(9th)
Ambrose Alli University	194	5.210 ^(1st)	4.302 ^(3rd)	2.661 ^(6th)	2.011 ^(7th)	1.724 ^(8th)	3.816 ^(4th)	4.760 ^(2nd)	3.211 ^(5th)	0.527 ^(10th)	1.531 ^(9th)
Akwa Ibom State University	194	5.008 ^(1st)	34.311 ^(3rd)	2.721 ^(6th)	2.011 ^(7th)	1.724 ^(8th)	3.510 ^(4th)	4.760 ^(2nd)	3.211 ^(5th)	0.822 ^(10th)	2.083 ^(7th)
Benue State University	194	5.222 ^(1st)	4.400 ^(3rd)	2.513 ^(6th)	1.311 ^(9th)	2.311 ^(7th)	3.619 ^(4th)	4.610 ^(2nd)	3.116 ^(5th)	0.900 ^(10th)	1.853 ^(8th)
Delta State University	194	5.410 ^(1st)	4.378 ^(3rd)	2.622 ^(6th)	1.219 ^(9th)	1.528 ^(8th)	3.522 ^(4th)	4.661 ^(2nd)	3.000 ^(5th)	0.578 ^(10th)	2.311 ^(7th)
Ekiti State University	194	5.315 ^(1st)	4.251 ^(3rd)	2.718 ^(6th)	1.440 ^(9th)	1.720 ^(8th)	3.617 ^(4th)	4.710 ^(2nd)	3.311 ^(5th)	0.621 ^(10th)	1.417 ^(9th)
Federal University of Technology Minna	208	5.000 ^(1st)	4.225 ^(3rd)	2.822 ^(6th)	1.218 ^(9th)	2.312 ^(7th)	3.900 ^(4th)	4.888 ^(2nd)	3.281 ^(5th)	0.727 ^(10th)	1.612 ^(8th)
Kaduna State University	193	5.100 ^(1st)	4.119 ^(3rd)	2.910 ^(6th)	1.312 ^(9th)	1.662 ^(8th)	3.822 ^(4th)	4.721 ^(2nd)	3.301 ^(5th)	0.628 ^(10th)	2.400 ^(7th)
Obafemi Awolowo University	208	4.0621 ^(2nd)	4.312 ^(3rd)	2.695 ^(6th)	1.400 ^(9th)	1.901 ^(8th)	3.671 ^(4th)	5.111 ^(1st)	3.022 ^(5th)	0.871 ^(10th)	1.220 ^(9th)
University of Benin	208	4.810 ^(2nd)	3.711 ^(4th)	2.511 ^(6th)	1.323 ^(9th)	1.729 ^(8th)	4.222 ^(3rd)	5.232 ^(1st)	3.318 ^(5th)	2.311 ^(7th)	0.528 ^(10th)
University of Ibadan	208	4.562 ^(2nd)	3.800 ^(4th)	2.720 ^(7th)	1.110 ^(9th)	2.555 ^(6th)	4.318 ^(3rd)	5.620 ^(1st)	3.211 ^(5th)	1.657 ^(8th)	0.628 ^(10th)
University of Nigeria	208	4.809 ^(2nd)	3.823 ^(4th)	2.811 ^(6th)	1.311 ^(9th)	3.119 ^(5th)	4.271 ^(3rd)	5.110 ^(1st)	2.222 ^(7th)	1.720 ^(8th)	0.711 ^(10th)
University of Port Harcourt	207	5.238 ^(1st)	4.295 ^(3rd)	2.698 ^(6th)	1.225 ^(9th)	3.320 ^(5th)	3.562 ^(4th)	4.623 ^(2nd)	2.322 ^(7th)	1.776 ^(8th)	0.822 ^(10th)
University of Uyo	207	5.255 ^(1st)	3.788 ^(4th)	3.216 ^(5th)	1.528 ^(8th)	2.613 ^(6th)	4.320 ^(3rd)	4.719 ^(2nd)	2.101 ^(7th)	1.322 ^(9th)	0.514 ^(10th)
Total mean Responses	3019	5.033 ^(1st)	4.096 ^(3rd)	2.666 ^(6th)	1.385 ^(8th)	2.301 ^(7th)	3.867 ^(4th)	4.886 ^(2nd)	2.909 ^(5th)	1.093 ^(10th)	1.312 ^(9th)

SUMMARY OF TABLE 4

Table 5: Mean positions of problem factors

Schools	N	Provision of Human & material	Poor teaching	School administration	University autonomy	Exam malpractice & cultism	Staff incessant strike	Funding	Student study habits	Non-implementation of agreements	Propriet or Constant interference
Public universities	3019	5.033(1 st)	4.096(3 rd)	2.666(6 th)	1.385(8 th)	2.301(7 th)	3.867(4 th)	4.886(2 nd)	2.909(5 th)	1.093(10 th)	1.312(9 th)

According to the table 5 above, it can be deduced that the ranking of the problem factors that militate against the production of competent/skilled graduates according to academic staff of universities were as follows: first (human and material resources – with a mean value of 5.033), second (funding – 4.886), third (poor teaching – 4.096), fourth (staff incessant strikes – 3.867), fifth, (students study habits – 2.909) sixth, (school administration – 2.666), seventh, (examination malpractice and cultism – 2.301), eighth, (university autonomy – 1.385), ninth, (proprietors constant interference- 1.312) and tenth, (proprietors non-implementation of agreements reached – 1.093).

B. Summary of Results

This study found out that:

1. There was a significant relationship between problem factors and quality of graduates produced from the public universities in Nigeria
2. There was a significant relationship between Nigerian graduates and national security
3. There was no significant difference between the perceptions by academic staff from federal and states public universities regarding the problem factors militating against the production of competent/skilled graduates from Nigeria
4. The academic staff ranking of problem factors that militate against the production of competent/skilled graduates were as follows in descending order

Problem factors	Mean (X)	Positions
Human and material recourses	5.033	1 st
Funding	4.886	2 nd
Poor teaching	4.096	3 rd
Staff incessant strikes	3.867	4 th
Students study habits	2.909	5 th
School administration	2.666	6 th
Examination malpractice and cultism	2.301	7 th
University autonomy	1.385	8 th
Proprietors constant interferences	1.312	9 th
Non-implementation of agreement reached	1.093	10 th

IV. DISCUSSION OF RESULTS

The oxford advanced learners dictionary by Hornby (2010)^[17] defines security as “the activities involved in protecting a country, building or person against danger etc” “protection against something bad that might happen in the future”. National security is equal to the defense of a country against future attacks of dangers from exploiters, enemies of the country etc. the weapon of “change” to man and his environment according to the national policy of education (2004) is “education”. This weapon of change in Nigeria has been besieged by numerous problems over the years and these problems are choking it up to the extent that the purpose of education as a weapon of change is defeated. The so called “graduates” from the educational institutions are unskilled and incompetent in performance, according to the employers of labour. So they can not contribute meaningfully to the progress of the nation neither can they be self reliant. They are liabilities instead of assets. This may account for the incessant outburst of anger and violence being experienced by the nation from her youths. The youths of a nation are a very big assets to the nation because they are the future of that nation in terms of leadership, continuity, posterity, technological advancement, prosperity, protection e.t.c., so training or giving adequate education to the youth of a nation is a wonderful idea and important investment that the nation and her citizens will benefit immensely from. The benefits accrued to educated youths cannot be over emphasized in the life of a nation.

Educated youths are security to the nation, they are weapons against abuses to the nation whether within and outside the nation. Therefore, any nation that trains or educates her youths half hazard or inadequately is looking for trouble and heading for danger, because the security of that nation is not certain and exploiters from within and outside the nation will take advantage of this situation because the youths lack confidence in themselves and cannot salvage the situation. The inadequately trained youths are a time bomb waiting to explode and destroy, they are most times angry because no employer is in business willing to employ them because every employer is to make profit not in business to employ incompetent graduates that will bring the organization losses and disrepute. They cannot also be employers of labor because they are unfit to do so, unless in businesses that do not require special skills but for how long can a nation continue to dwell and prosper in unskilled businesses? Can a nation like this ever meet up with other nations of technological advantage? How long will it take for this nation to rise up and face her challenges and surmount them once and for all?

Ten problem factors were of interest to this study to examine their relationship to the quality of graduates produced and their effects on the nation's security and it was found out that there was a significant relationship between the problem factors and quality of graduates produced, furthermore, it was found out that the incompetency in the graduates had effects on the nation's security because of the tangible role played by the

youths of the nation. It was also found out that both federal and states public universities academic staff had no significant differences in their perceptions of the problem factors that hinders the production of competent/skilled graduates. Findings of the rankings of the problem factors varied, however majority of them picked the provision of human and material resources as the number one problem factor responsible for the production of incompetent/unskilled graduates followed by funding as the second, academic staff believed that inadequate funding has caused untold hardship for the universities, with adequate funding, even the provision of adequate human and material resources can be made a reality. Poor teaching was the third problem factor that caused incompetency in graduates produced, this may be due to unqualified teachers with certificates who were not also adequately trained so like the "ripples" they transfer whatever they have to the next generation and so on. Those that are adequately trained within and outside the nation, are handicapped in teaching because the infrastructural and instructional facilities needed to transmit knowledge are inadequate and most times not available, so it is difficult if not impossible to transfer knowledge effectively to the younger generation. Staff incessant strikes were ranked as 4th position in the problem list. This is a huge problem which has been regarded as one of the top problems of incompetent/unskilled graduates; the reasons are not farfetched. When strikes are on, the schools most times are shut down, academic work grounded and when school finally resumes, students are rushed to catch up with the calendar. The year's calendar most times is altered; during examination students cheat a lot because they have not learnt enough to confidently answer questions. The fifth problem according to this study was students' study habits, this may be because students are not consistent with their studies and thereby flow of knowledge is absent, another explanation of this could be that the playful nature of youths deny them of their studies, some of them do not attend classes and so are left out in the scheme of things and at the end they do not learn anything. The sixth problem is school administration, this is perhaps the way administrator run the schools, where priorities are not properly managed, monies available not judiciously spent, autocratic system of administration, Bureaucratic practices where problems are tackled when they are too late and/or have given birth to other problems, solutions implemented when events have overtaken them, delays are hallmarks of the systems, all these inevitably has impression on the graduates produced and consequently on national security. Examination malpractice and cultism was 7th on the ranking of problems. A prophet is not needed to prophesy that examination malpractice occur when the examinees do not know the answers to the questions and therefore seek out alternative ways to get answers whether right or wrong and cultism gives birth when youths are idle and nothing meaningful to do, remember the saying that the idle mind is the devil's workshop. These two problems are huge in the education sector and have contributed immensely to the

production of incompetent/unskilled graduates even in secondary schools Jimoh (2009) ^[18]. University autonomy was the 8th problem according to academic staff ranking of problem factors against the production of competent/skilled graduates. As earlier stated university autonomy is a right given to the university to run itself. The very idea of a university demands the concept of autonomy for effective and efficient actualization of goals but a situation whereby the outside communities takes over the schools in the slightest opportunity and sometimes by force create an environment of tension and power tussle to the extent that tenured staff are sacked from the outside, keeps university employees in fear, thereby obeying the powers from outside that are currently in charge for fear of job loss, invasion of university autonomy can bring about victimization, staff eye service to outside communities, power tussle, threats of various magnitude are unleashed on staff, these pressurized staff have no choice but to succumb to the wishes of outside communities because they aren't many jobs out there. These conditions of unsettled minds can affect attitude to work (Osarenren-Osaghae 2013) ^[19]. Academic staff by nature do not like to be intimidated, therefore fighting back is inevitable, relationship between academic staff and government become estranged sometimes these estranged relationship can lead to bigger problems like a "sack" this situation may not be palatable for learning. The 9th problem factor according to academic staff ranking in this study is proprietors constant interferences with the day to day running of the schools, this factor is somewhat related to the 8th problem factor because it involves a situation where the government in power and its agents who are the proprietors of public universities virtually running the universities from the government house and putting aside those officers of the universities trained to manage the universities. This has always caused huge problems to the universities because set goals are most times not actualized, school calendars are altered, staffs are aggrieved, students are not at rest infact the whole campus is in chaotic conditions and this can affect learning. The last that is by no means the least on the list of problem factors which was the 10th position was proprietor's non-implementation of agreement reached between them and university staff. There are several instances where the government (proprietor) will reach an agreement with the university staff and yet not implement the agreement. Unfortunately, the nation has a government that has money for every other thing but "Education" and this same government claims that education is a very important instrument of change to attain the national goals of development, advancement, technological growth and making it a force to be reckoned with among the community of nations and yet when matters of education arise they are taken with levity. Non-implementation of agreements concluded and signed is a betrayer of trust and breach of contract. This attitude of renegotiating agreement already signed is an evil that will crumble the education system, employees will lose confidence in their employers and these will not all go well with educating the students rather it

will bring strike of various kinds and other vices that will hinder the learning process.

V. CONCLUSION

It is concluded that the problems such as the ones identified in this study, are responsible for the production of incompetent/unskilled graduates from the nations public universities and until these problems are tackled to produce positive result in the graduates produced, this nation will be in jeopardy, insecurity and could be in danger of attack, harassment, embarrassments from within and outside counties because the youths who are to defend it are ill prepared and therefore helpless, instead of salvaging the situation, they will continue to run to safe haven, seek asylum, pitch tent with other countries who have made it with education.

VI. RECOMMENDATIONS

Based on the above findings, the following recommendations have been proffered:

- 1) Since it has been found out that there is a significant relationship between problem factors and the quality of graduates produced from Nigerian public universities, it is therefore recommended that proprietors of public universities which in this case are federal and states governments must as a matter of urgent need, find solution to the ten problem factors identified and to others not considered in this study; This they can do by:
 - a. Providing adequate human and material resources for the teaching and learning in the nation's public universities.
 - b. Public universities must be properly and adequately funded.
 - c. Academic staff must be current by continuously updating their knowledge in their various fields of endeavour.
 - d. Staff must resist the temptation of going on strikes one too many, until it is absolutely necessary. Dialogue should be adopted as a means of resolving problems between employer and employee relationships.
 - e. Students must know they are in school to acquire knowledge and as such settle down to learn by going to classes, doing their assignments and reading vastly, by so doing they can acquire knowledge which can be used to better their lives, communities they belong and contribute meaningfully to the national developmental strides.
 - f. School administration must cut down on bureaucratic bottlenecks that hinder actions and create delays unnecessarily.
 - g. Adequate knowledge must be imparted to students before examination is set for them otherwise, they involve themselves in malpractice, students must also be occupied with extra lessons, extracurricular activities, such as

sports, competitions, field trips, excursions etc. so as to occupy their minds and stay away from evil such as cultism, kidnapping, protests advanced internet fraud (419), and other societal vices.

- h. University autonomy is synonymous to the idea of a university therefore it must be granted and implemented in full if the university system is to have peace and actualize her goals.
 - i. Proprietors constant interferences in the day to day running of the school will not allow school administrators to run the school effectively and efficiently the way they have been trained to manage the school, this can in turn be caotic and hinder progress, so proprietors must have confidence in their school managers and hands off to allow them do their jobs and avoid problems.
 - j. Non-implementation of agreements reached and signed between proprietors and university staff is bad. Proprietors must take university staff seriously, treat them with care and sincerity, meet their welfare needs, give them a conducive environment to work and make them happy always because according to the human resource managers (HRM) "A happy worker is a productive worker".
- 2) Since it has been found out that there was a significant relationship between Nigerian graduates and national security, the best thing to do now is to make sure all hands are on deck for the speedy actualization of sound, competent and skilled graduates who are the future of the nation. All stakeholders of education must play their part very well so as to secure the nation.
 - 3) It was found out that there was no significant difference in the perceptions of the academic staff from both federal and state public universities regarding the problem factors militating against the production of competent/skilled graduates. This portrays unity of purpose. ASUU is a homogenous group with one mind, one creed and one struggle to move university education progressively to the actualization of her goals, one of which is to produce skilled and competent graduates to contribute to national development. This should remain so. Aluta Continua, victoria Acerta.

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