

QUESTIONING THE MORAL RESPONSIBILITY OF NIGERIAN GOVERNMENT TOWARDS UNIVERSITY EDUCATION: A REFLECTION ON THE ACADEMIC CONDITIONS OF SERVICE

Emedo, Chinyere Christian Ph.D
Department of Philosophy
Nnamdi Azikiwe University, Awka
Anambra State, Nigeria

Emails: cc.emedo@unizik.edu.ng/ emedochinyere1@gmail.com

ABSTRACT

There have been recurrent decays and crises in the Nigerian university system. This largely emanates from the government's negligence of its moral and constitutional duties towards education. This negligence is the cause of the persistent industrial strike actions carried out by the Academic Staff Union of Universities (ASUU). This brings about the question on the government's responsibility to education. Many successive Nigerian administrations have demonstrated indifferences to the welfare and dignity of university labourers, particularly the academic staff, forgetting that education is amongst the constitutional rights and an ethical obligations of the state. This raises questions: What moral responsibilities do Nigerian government owes to its university? How does the government's negligence of the academics conditions of services constituted the breach of ethical governance? In what way does moral philosophy guides the reform of the Nigeria's university system? The intent of this study is to examine the foundations of the obligations of the Nigeria government to university. It also intends to expose how the Nigeria government's leadership failures contributed to regenerations and collapse of public university standard. To maintain focus, via avoidance of overgeneralizations, the writer narrows down the study to the academic conditions of services in federal university. This is because, the area is deeply encapsulated in both the human and moral dimensions of educational crisis. Applying the evaluative method of philosophical inquiry here, the study discovered that the government's negligence behaviors to university education causes moral deficits in the public administration system, and this therefore, directly affected the academic conditions of services. It discovered also that the government's failures to carry out its administrative obligations consequently, is the cause of the recurring industrial disputes between the ASUU and government which is adversely affecting students and academias themselves. The adage goes, "a hungry man is an angry man." Concurring to this, Socrates asserted that, "man cannot philosophize with an empty stomach." Since education is the backbone of national development, and academics are its custodians, the study recommends that, any policy, and attitude that will undermine their well-being, must be avoided, because such endangers the country's progress in at large. The government of Nigeria, must undertake genuine moral and structural reforms to ensure transparency in leadership's accountability. This no doubt will promote sustainable academic welfare to achieve consistency in its development.

Keywords: Moral Responsibility, Nigerian Government System, University Education, Academic Conditions of Service

INTRODUCTION

The Nigerian university system, once the beacon of intellectual growth and national development, has for decades been enmeshed in the web of decays, neglects, and recurring crises. At the heart of this crisis lies the moral failures of the government to uphold the ethical and constitutional responsibility towards education system. Universities as the citadels of learning, are not just an institutions for disseminating knowledge, but the social-moral organism which shapes the conscience of every nation. The government's roles towards education institution according to Nwabueze, "transcends the administrative efficiency to embody ethical obligations grounded in providing justice and fairness for the common good (Nwabueze 1982, 14). Education, Dewey says, is "the fundamental method of social progress and reforms (Dewey 1916: 67)." The neglect of education, therefore, is not only a failure of governance but is simply the betrayal of the moral stewardship. In Nigeria, the negligence manifests in issues like; underfunding, dilapidated infrastructure, incessant strike actions by the Academic Staff Union of Universities (ASUU), and an alarming decline in academic standards. These conditions reflected deeper moral disorder in governance which prioritizes political survival over ethical imperative of the public good. From the philosophical standpoint, governance carries a moral burden of responsibility, an expectations from which those in authority act not only as administrators, but as custodians of human development. The social contract theory, expounded by Jean Jacques Rousseau, "binds both the leaders and the led in the moral covenant where the state's legitimacy depends on its capacity to promote the welfare of its citizens (Rousseau 1762, 54). When government neglected education, it is assumed it has violated moral contract, and this erodes its ethical legitimacy. Nigeria's recurrent educational crises, particularly within the university system, points to the failures of the moral responsibility on the part of government. The persistent strike actions by ASUU, caused by issues viz; poor remuneration of wages, infrastructural decays, and the disregards to fulfilment of agreements, are the signs propelling the deeper ethical dislocations find within the public administration. The government's indifferences to these challenges raised a moral paradox, a system whereby state expects loyalty and productivity from its academic workforce, but fails to meet their basic needs and dignity. This reveals the disturbing ethical contradiction. Nigeria government craves for enhancement of human capital, as well as national development, but yet, undermines the welfare of the institutions responsible for achieving these cravings. Such contradiction doesn't only weaken the academic morale, but also damages the intellectual integrity and global competitiveness of the country's tertiary education in the global university system. The main issue, therefore, is not only administrative inefficiency, but moral and philosophical deficits on how Nigerian state conceives and executes its responsibility to education. This brings about the questions on the moral responsibility of Nigeria government towards tertiary education system, and how the neglect of academic conditions of service constituted a breach of ethical governance. It questions the repertoire of moral philosophy in guiding government in the reformation of Nigerian university system. Elaborating more on this context for better understanding of this paper,

emphasis will be on the following sub headings viz; conceptual clarification of the framework of the topic viz; moral responsibility, Nigeria Government, university education, and the academic conditions of service. Reflecting on the moral dimension of the government's obligations to university education, the paper will expose the negative effects caused by the government negligence of its duties to university in relation to the conditions of services and Welfares of academics staff. It will also explore how moral philosophy such as African communitarian ethics and Western moral theories guide reforms in the Nigeria governance system. The study will advocate for reawakening of moral consciousness within the leadership class as a prerequisite for restoring the integrity of the university system with much emphasis on the improvement of academic staff welfare. In conclusion, the study will discuss the usefulness of this paper to the global world.

CONCEPTUAL CLARIFICATION OF THE FRAMEWORKS OF THE STUDY

Conceptual clarification of concepts is a very crucial part of research in philosophy where authors define and critically discuss the Key concepts that constituted the topics of their studies. In this context, we will analytically discuss the keywords in the topic of study by referencing to both the Western and African scholarly perspectives.

What is Moral Responsibility?

This will be discussed pointing to the state and its obligations to university education as it pertains to the conditions of services of the academic staff, and philosophical reflection on the ethics of governance in Nigeria. The term moral responsibility lies at the core of this research work. It refers to the ethical responsibility which mandates individuals and institutions to be acting aright, and to be accountable for actions and omissions. In philosophy, moral responsibility is tied to the activities of moral agency, which is the repertoire of the human beings to discern between rights and wrongs, and to choose between good and bad conducts (Aristotle 2009, 1110). According to Immanuel Kant, "moral responsibility arises from the freedom of reason as the ability to act based on moral law rather than inclination. Kant stresses that a moral agent must treat humanity, whether in oneself or in others, always as an end and never as a means to an end (Kant 1785, 429). By this logic, when a government uses its citizens particularly the academics as instruments for political or economic gainings without regards for their dignity, it commits an ethical violation". In the context of governance, moral responsibility extends beyond personal virtue; it involves institutional ethics, and the collective responsibility of the state to promote justice and the welfare of all. John Rawls reinforces this in his notion of justice as fairness, arguing that a morally responsible government must create conditions that ensure equal opportunities and respect for the dignity of man (Rawls 1971, 60). When Nigeria government fails to provide adequate conditions of service to university lecturers, it violates this principle, and thereby undermines the ethical/moral legitimacy of its own authority. From the African perspective, moral responsibility can't be separated from the communalists ideology. Commitment on this, John Mbiti narrated

that in African moral thought system, individuals constitutes community while community owns individuals. Thus, individuals are morally obligated to the community, and vice versa (Mbiti 1969, 108). Governance, in the African moral framework, is not a privilege but a trust, and the duty to serve the common welfare. The negligence of educators and scholars, who are the intellectual lifeblood of society, constitutes a betrayal of the communal trust.

The State and Ethical Obligations

The concept of state is not only political but moral. State exists not only to maintain order but to realize the common good, a moral ideology rooted in justice and human dignity. According to Thomas Aquinas, political authority is legitimate only when its concern is focused on seeking the good of the community; otherwise, it degenerates into tyranny (Aquinas 1948, I-II, Q90). In the same vein, Chinua Achebe depicted that “the trouble with Nigeria simply centers squarely on the failures of the leaderships, failures of leaders to embrace moral responsibility as the foundation of governance (Achebe 1983, 1). Ethical governance he stresses, demands that those in authority should view leadership as a moral vocation, not as means to personal enrichments. This requires prioritization of truth, justice, and services over greed and corruption. Nigeria ruling class however, has turned governance into an arena of moral apathy where self-interest overrides national interest, and education becomes expendable burden rather than a sacred duty. Moral philosophers insist that justice delayed is justice denied, and this by implication, means that education delayed is development denied. When lecturers go home for months without salaries, when universities are closed due to extended strike actions, and when learning facilities crumbled due to the government negligence, it means the state has failed ethically. Such negligence amounts to a moral injustice because it undermines the intellectual and moral fabric upon which any civilization stands.

Nigerian Government, its Responsibilities as Established in the National Policy on Education

Education is the fundamental tool for achieving national development, human capital formation as well as social cohesion. In Nigeria, the government’s responsibility to education anchors in its constitutional provisions, national policies, and international duties. This extended from the primary education to tertiary institutions, particularly the universities. This work will discuss in details the government's obligations to education base on the constitutional mandates. The 1999 Constitution of the Federal Republic of Nigeria (as amended) provided the legal framework for the government's involvement in education. The section 18 (1–3) of the said constitution obligates the government to ensure equal, and adequate education opportunity to every Nigerian, promote both scientific and technological development, and to eradicate illiteracy. Nigerian constitution specifically made provisions for free and compulsory primary education, secondary and university education when practicable” (Federal Republic of Nigeria, 1999). While these provisions are non-justiciable, they became the guiding principles for policy implementations. In this context, we will outline and discuss the enacted policies on education as established by the Nigerian government, and how it gets funding institutional support and involved in international commitment:

National Policy on Education

The policies on education as contained in the nations constitution outlines several responsibilities that the government must fulfill to ensure a functional and effective education system. These include:

1. Universal and Equal Acquaintance to Education: It's the duty of government to provide quality education at all its citizens. This means ensuring that every child, regardless of the background, has the opportunity to attend school and receive sound knowledge.
2. Proper Funding and Management of Education Policies: The government is responsible for proper funding and management of the activities in education sector. These include; budgeting for schools, training institutions, education programmes, etc. Government ensures that funds budgeted for the sector are used effectively. In addition, It must provide relevant and unified curricula that reflect the nation's goals, values, and developmental needs.
3. Trainings, Recruitments and Bettering Teacher's Welfares: Another important responsibility assigned to government is to organize the training, recruitments, and provide teachers entitlements. The government ensures that teachers are properly qualified and motivated, since they play a crucial roles in achieving education goals. Furthermore, it must provide and maintain adequate facilities and infrastructure, such as classrooms, libraries, laboratories, and teaching materials.
4. Promotion of National Unity and Social Cohesion: national policy on education (NPE) as in Nigerian constitution also states that, government must promote national unity and social cohesion. It must support initiatives that encourage understanding, cooperation, and peace amongst the diverse groups in the country. It has the duty to ensuring inclusive education, especially providing for the boys, girls, persons with disabilities, nomadic communities, and other disadvantaged groups.
5. Quality Assurance in Implementing Education Policies: It is the responsibility of the government to monitor, assures regular reviews in the implementation of education policies to make them aligned with national needs. National policy on education (NPE), as stated in the constitution gives government the responsibility to ensure proper planing, universality, and equity in assessment of the opportunity to education to ensure quality training and better wages for academics development, infrastructure, and inclusiveness in education.

NIGERIAN GOVERNMENT, AND THE FAILURE OF ITS FUNCTIONAL EXPECTATIONS: IMPLICATIONS ON UNIVERSITY EDUCATION SECTOR

Understanding the meaning, structure, and functional expectations of the Nigerian government system is essentially channeled towards analyzing the challenges and prospects of national development. As the custodian of the nation's public policy, the government has the duty to provide both the legal, administrative, and institutional frameworks that are necessary for social welfare, economic growth, and education advancement, in which education, especially university education occupies a critical role of sharpening up the national capacity, knowledge production, and human capital development. Despite this yet, Nigeria universities experience difficulties enrooted in governance, funding failures, inconsistencies in enactment of policy, and institutional negligence. This paper will lay emphasis on analysing Nigerian government system, its functions, and thus narrows the discussion down to the implications of the government failures in carrying out its functions on the university education system effectively.

Nigerian Government System

Nigeria government system can be defined as a federal constitutional republic made up of the three tiers of government namely, federal, state, and local, and operating through three arms: the executive, legislature, and judiciary (Adebayo, 2020). This arrangement is rooted in the 1999 Constitution of the Federal Republic of Nigeria, which provides the structures of governance, allocative responsibilities, separation of powers, as well as citizens' fundamental human rights. As a federal state, Nigeria centralizes significant authority at the national level while allowing subnational units to exercise limited autonomy over areas such as basic education, health, and local economic planning (Ezeani, 2018). The system is meant to balance national unity with regional diversity, given the country's multi-ethnic and multi-cultural complexity. Federal system of government in theory enables equity in distributions of resources, coordination of national policy, and participatory governance. In practice, however, scholars argue that Nigeria federalism often functions with central dominance, weak institutional accountabilities, and inconsistent policy implementations (Oloruntoba & Akanbi, 2021).

Functions of Government as Provided in 1999 Constitution of the Federal Republic of Nigeria

The 1999 constitution stipulated varieties of legal responsibilities to government for the developments and stability of the nation. The responsibilities include:

1. Providing Rule of Law and Security to Citizens: The fundamental responsibility of government of Nigeria is to maintain internal peace, national security, and safeguarding citizens' rights. Stressing reason laws are made, Chinua Achebe, maintained, is to ensure stability in economic activity and development, and build societal trust (Achebe, 2019).
2. Allocation and Management of State Resources: The constitution granted government responsibility for making national budgeting, economic planning, distribution of revenues and making expenditures, seeing for infrastructural development, and maintaining

macroeconomic stability. It allocates resources to all the sectors of state life activities namely education, health, agriculture, technology (Oladipo, 2020)

3. **Social Welfare Services Delivery:** Nigeria's government is obliged to provide and maintain public services such as, healthcare, education, water supply, transportation, and social protection. These obligations ensured that citizens' welfare is prioritized as the cornerstone of democratic governance.
4. **Policy Formulations and Implementations:** Government creates policies that guide national development goals through ministries, agencies and regulatory bodies. Effective policy implementation is critical for achieving the aspirations outlined in national development plans and constitutional mandates.
5. **Promoting National Integration:** Emphasizing on the nation's cultural diversity, government plays a vital role in fostering unity, reducing ethnic tensions, and shared national identity through fair governance and inclusive development.

UNIVERSITY EDUCATION

University education is the fundamental tool for achieving nation's developmental frameworks. Government via the Federal Ministry of Education, National Universities Commission (NUC), and other agencies, is responsible for the governance, regulation, and funding of university.

Duties of Nigerian Government towards University Education and The Lapses

Government, the machinery that steers the affairs of the nation, is constitutionally assigned with numerous responsibilities such as:

1. **Establishments and Regulations in Public University Education:** According to the chapter II, section 18 (3) (c) of the 199 constitution of the Federal Republic Nigeria, it is the government's responsibility to establish policies, guidelines, accredits academic programs, supervises university's operational activities and ensure compliances with the quality standards of education. Aside this, irregular policy implementation, political interference in university governance, and bureaucratic inefficiency weakens the institutional autonomy (Okebukola, 2021).
2. **Funding Responsibilities:** Universities rely heavily on government funding for salaries, infrastructure, research, and student services. Hence under funding causes deteriorating facilities, poor research output, overcrowded classrooms, and excess work load on staff. Academics Staff Union of Universities (ASUU) has repeatedly highlighted these failures from government as central causes of recurrent industrial actions (ASUU, 2022).

3. **Human Capital and Development:** Government of Nigeria is constitutionally assigned the responsibility to recruit qualified academic personnels, support staff welfares, ensures training and research development. Yet, inconsistency in recruitment practices, delays in payments of salaries, inadequate research grants, and poor working conditions disrupt academic productivity.
4. **Accessibility, Equity, and Quality Assurance:** Government is assigned with the to ensure higher education is accessible, inclusive, and of high quality. While Nigeria has expanded ih the numbers of federal and state universities, quality assurance still remains weak, due to lack of insufficient funding, inadequate infrastructures, and outdated curricula (Adediran, 2023).
5. **Stabilization of Policies and Strategic Vision:** Long-term planning in education system is sin qua non for university development. Nigeria education policies, political instability, leadership changes, and inconsistencies in implementation undermines the long-term effectiveness of university reforms.

Implications of Government's Failure in Carrying out its Responsibilities to Public University

The responsibilities of the Nigerian government towards university is profound, thus its failure leads to:

1. **Insufficient Funding that Causes Decay of the System:** Insufficient funding of public universities, brings about infrastructural collapse like poor laboratories functioning, obsolete and dilapidated libraries, inadequate training of staff, all leading up to the near absence of cutting-edge research.
2. **Instability in University Education:** Poor governance repertoire contributes to the prolonged strikes actions by the academias, weak institutional autonomy, and the persistent academic disruptions, which compromises the quality of graduates.
3. **innovation Stagnation in University:** Innovations, and research breakthroughs in the global competitiveness suffer whenever universities are not empowered to maintain modern curricula and technological advancement.
4. **Declination in Global Ranking of Academic Reputations:** Underfunding, poor facilities, frequent disruptions in academic activities etc, undermine Nigerian public university education from getting good position in the global academic competitiveness, and thus reduces its attractiveness to international scholars and students.
5. **Long-term Consequences for National Development:** When government failed in exhibiting its responsibility effectively, university education system fails and, the nation

suffers low human capital development, reduced technological progress, brain drain, and weakened economic competitiveness.

The Nigerian system of government as built on the federal principles of democratic governance, is constitutionally established to maintain security and order, provide social welfare to promote national development, etc. Amongst these, the most critical responsibilities is the management of education, particularly the university system, which serves as the backbone of national innovation and human capital. The chronic underfunding, governance deficiencies, and weak policy's implementations continue to undermine progress in Nigeria's universities. For Nigeria to compete in the global tertiary education competitions to achieve sustainable development, there must be an urgent reform which enrooted in an improved fundings, strengthened autonomy, and consistencies in policy execution to revitalize the university education system.

GOVERNMENT RESPONSIBILITIES TOWARDS PUBLIC UNIVERSITIES, THE ACADEMIC CONDITIONS OF SERVICE: IMPLICATIONS OF THE NEGLIGENCE OF ITS ROLES TO THE ACADEMICS AND NATION

Analyzing Academic Conditions of Service in Public Universities

Academic conditions of service is constituted of both contractual, professional, and institutional arrangements which govern the employment principles and operational environment of academic staff within universities. This encompasses remuneration, appraisals and promotions mechanisms, workload distribution, research funding, opportunities for professional development, sabbatical leave provisions, retirements, and pension arrangements, and protections for academic freedom and institutional autonomy (Ogunode, 2021). In a functional higher education system, such conditions provide the structural frameworks within which academic staff can effectively fulfil the three mandates viz teaching, research, and community engagements. In Nigerian universities, academic condition of service derives from the combination of statutory frameworks, internal university regulations, and the negotiated agreements between Federal Government and the Academic Staff Union of Universities (ASUU). These documents many of which have undergone periodic reviews, seeking to ensure that academic personnels operate in a regulated, equitable, and intellectually stimulating environment (Okoro & Nwafor, 2020). Properly articulated conditions of service are therefore indispensable not only for institutional stability, but rather for the national progress, because academic workforce remains the principal engine for knowledge creation and human-capital development.

Government's Roles in Enhancing Academics' Welfare

Given that the federal and state governments own and fund majority of the public universities in Nigeria, the government has the responsibilities such as shaping and sustaining academics conditions of service. The responsibilities manifest in several interrelated domains viz:

1. Providing the Academics with Salary Remunerations which pairs with global Competitiveness: Nigeria's academic workforce consistently operates under salary structures that fall short of international and even regional benchmarks (Adigun, 2021). Government therefore is obliged with the role of providing salary scales and allowances that reflect the academies demands such as workload intensity, and societal importance of academic labour.
2. Provision of Funds for Research Infrastructures: Modern academics depend on provision research facilities like libraries, laboratories, ICTs, and scholarly mobility. Government's sustainance of budgets allocated to education sector is indispensable to ensure that universities remain the sites for innovations and scholarly advancement (Ogunode, 2021).
3. Merit-Based Career Progression System: Attaining a progressive academic system requires transparency in promotion criteria, institutional supports for postgraduate trainings, and structured career trajectories. Government must ensure that universities are empowered with clear guidelines that promote meritocracy, professional growth, and the retention of high-calibre scholars.
4. Protection of University Autonomy and Academics Freedom: Academic institution thrives in environment that is free from undue political interference. Government is expected to maintain its statutory provision in guaranteeing university autonomy, budgetary discretion, and academic freedom (Okoro & Nwafor, 2020). These protections are essential for preserving the integrity of teaching, research, and institutional governance.
5. Faithful Keeping to, and Implementation of Government's Agreements with Academic Service Unions: The major challenge in Nigerian higher education has been the persistence in non-implementations of the agreements between government and ASUU. Governments implementation of the negotiated agreements, improvements in infrastructural commitments revitalization and reformed frameworks is essential for maintaining institutional stability and preventing prolonged industrial disputes (Adebayo, 2022).

Implications of Governmental Failure in its Roles to Enhance Academics Conditions of Service

Nigerian government failure to keep its responsibilities in maintaining its academics welfare prompted a profound and multidimensional implications on the growth of academics and Nigerian development at large. The implications include the following:

1. Recurrent Industrial Actions and Systemic Instability in University Education: Non-implementation of agreements and inadequate provision of academics welfare engendered frequent strike actions and resulted in unstable academic calendars, prolonged graduation timelines, and declining global reputation for Nigerian universities (Adigun, 2021).

2. Escalating Brain Drain and Loss of Academic Capital: Persistent neglect has led to the Japaa syndrome, an accelerated migration of scholars to countries offering better working conditions and research opportunities. The loss of experienced academics undermines postgraduate training, reduces research output, and weakens institutional memory (Ogunode, 2021).
3. Decline in Research Productivity and Innovation Capacity: Underfunded and demoralized academic staff lack the tools, incentives, and institutional support required for high-quality research. Consequently, Nigeria's capacity to generate innovations, inform public policy, and contribute to global scientific discourse is significantly constrained.
4. Eroding Academic Morale and Professional Commitments: When government fails to demonstrate meaningful commitments to the welfare of academics, their work morales deteriorate. This reduces their engagements, diminishes job satisfaction, and weakened pedagogical effectiveness (Adebayo, 2022).
5. Deterioration in Students Learning Outcomes: Frequent disruption, inadequate facilities, and disengaged staff contribute to declining student performances. Graduates leave university insufficiently prepared for professional demands, thereby weakening national workforce quality.
6. Broader National Developmental Decline: Education is the fundamental tool for national development. Hence the government's unscrupulous negligence of academic conditions of service ultimately undermines Nigeria's prospects in setting up innovations, governance, economic diversification, and global competitiveness.

Academic conditions of service remain foundational step to the effectiveness and stability of the Nigerian public universities. They define the professional environment within which academic staff undertake the core responsibility in teaching, research, and other curriculum services. As primary custodians of tertiary education system, government bears the crucial responsibility to provide adequate welfare packages for the academias, ensures research supports, protect the academias autonomy, as well as implement the negotiated agreements. When these obligations are neglected, the consequences reverberate across the education sectors and the nation at large. This could come in form of industrial unrest, brain drain, weakened research capacity, declining of student out comings, and retarded national development. Strengthening academic conditions of service therefore, is essential for safeguarding the integrity of Nigeria's higher education system and advancing national progress.

EVALUATION/CONCLUSION

The persistent deterioration in Nigeria university system reflects a deeper moral and administrative crisis rooted in the government negligence of its responsibilities. The researcher contends that the Nigeria government's failure to carry out its moral responsibility to tertiary education has resulted in weakening academic structures, causes declining standards, and recurring industrial conflicts. Scholars like Dewey argued, education is the moral and developmental backbone of every society (Dewey, 1916; Freire, 1970). Thus, the negligence of the welfare and dignity of the academics amounts to undermining both the intellectual and ethical foundation of the nation. The nation's government's inability to provide adequately the conditions of service of academics, starting from keeping to the timely remuneration to the infrastructural investment, constituted breach in the ethical governance. Kantian ethics emphasizes on the duty to respect individual's dignity as an ends in themselves (Kant, 1785), while African communalism ideology underscores a collective responsibility and leadership accountability (Mbiti, 1969; Gyekye, 1997). Applying these frameworks makes it clear that the state has both the moral and constitutional obligations to foster environments where teaching, research, and innovation will be progressing. But, when these obligations are neglected, universities academics will be unable to keep to their social work mandates, and national development becomes severely compromised. To reverse this trend, Nigerian government must initiate a sincerely and ethically grounded reforms that will reflect on the commitments to provide justice and fairness for the common good. Academic conditions of service must be comprehensively improved by means of competitive salary schemes, consistency in the payments systems, research fundings, and the professional support structures. University education should be funding on regular basis to meet up with the global education standards, ensure adequate infrastructures such as libraries, laboratories, technological resources, etc. Universities must be granted administrative autonomy, and be protected from political interference so that decisions affecting academic life would be guided by scholarly competences and merits rather than partisan interests. The communication channels between government and academic unions should be strengthened through institutionalized dialogue mechanisms to minimize industrial disruptions.

In all, revitalizing Nigeria's university education system, requires more than policy adjustments, it requires a moral reawakening of the leadership class. According to Emedo, "a nation that neglects its education, neglects its future. Therefore, ensuring ethical governance, respecting the dignity of educators, and investing meaningfully in tertiary education alone shouldn't be seen as optional decision, but rather taken as the social moral imperatives that are necessary for restoring the intellectual vitality and developmental aspirations of Nigeria."

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