



Administration of Geography Programme in Nigerian Public Universities: Problems and Solutions

Ogunode Niyi Jacob

Ogunodejacob@gmail.com

Ohibime Ernest Ohiosumua

University of Abuja

ohisernest@mail.com

ABSTRACT

This article discussed the problems facing the administration of Geography programme in the Nigerian public Universities. The paper used secondary data in the gathering of information and in reviewing the points raised in the discussion. The secondary data were sourced from library research that involves reviewing of published and unpublished related papers and thesis, books, internet articles and observations in some schools in Nigeria and across the world. The following were identified: inadequate funding of Geography programme, inadequate infrastructural facilities in Geography departments, shortage of Geography lecturers, ineffective staff development programme for Geography lecturers, brain-drain, poor research in Geography programme and shortage of instructional materials as the problems facing the administration of Geography programme in the Nigerian public Universities. To solve the problems identified in this article, the researchers suggested that more funds should be allocated for the administration of Geography programme, adequate infrastructural facilities should be provided, adequate instructional materials should be provided in Geography departments, employment of more Geography lecturers, Geography lecturers should be motivated to reduce brain-drain and effective staff development for lecturers in the department of Geography across the country.

ARTICLE INFO

Article history:

Received 29 May 2021

Received in revised form

30 May 2021

Accepted 18 Aug

Available online 18 Aug 2021

Keywords: Administration,
Geography programme, Universities.

1. INTRODUCTION

University education is a post-secondary school education. It is the education that handles teaching, researching and provision of community services. University education is an organized education that deals with production of manpower for the social, economic and technology advancement for the development of the country. The aims and objectives of the universities include: the acquisition of knowledge, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; □the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; □the acquisition of an overview of the local and external environments (FGN, 2004). The National Policy on Education again stated that higher educational institutions should pursue these goals through: Teaching, Research, the dissemination of existing and new information, the pursuit of service to the community; and by being a store- house knowledge (FGN, 2004).

One of the objectives of the university education is the development of manpower for the country work force. To actualize this objectives in the universities in Nigeria, the National Universities commission who oversees the affairs of the universities include Geography programme as one of the social science programme to be offered in the Nigerian universities especially the public universities with choice. The Geography programme is one of the recognized programme the Nigerian universities are offering with the aims of producing professional and expertise in the field and contribute to the social, economic and technological advancement in Nigeria. Geography programme like every other programme in the Nigerian public Universities is faced with problems of implementation and achievement of it objectives. Researchers have identified administrative problems as one of the major problem facing the implementation of Geography programme in Nigerian public Universities. This article discusses the problems facing the administration of Geography programme in Nigerian public Universities.

2. Concept of Geography Programme

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time. The branch of Geography programme include; physical Geography and human Geography.

At the end of offering Geography programme, students become conversant with the following main aspects of Geography. (i) Major aspects of the history of geographical thought, the development of Geography as a spatial subject, the development of various branches of Geography including physical, human and other techniques. (ii) Core theories and concepts in all branches of Geography. (iii) Geographical methods of data collection and processing both qualitative and quantitative. (iv) Models and Maps in geographical analysis. (v) Statistical methods in geographical analysis. (vi) Appropriate information technology that is adequate in the digital age (NUC BMAS, 2007).

A graduate of Geography at the bachelors honours level should have the following competencies and skills: (i) Ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge areas identified above; ability to apply such knowledge and understanding to the solution of social problems; ability to recognize and analyze new problems and plan strategies for their solutions; Communication skills in presenting geographical scientific research materials and arguments

clearly and correctly, both orally and in writing to a range of audiences; Competence in statistical and qualitative data processing skills relating to spatio-temporal data using the computer; Competence in the use of information technology such as word processing, Internet communication, information retrieval through on-line computer searches etc.

(vii) Subject-specific and transferable skills which allow for the pursuit of a wide range of careers after graduation (NUC BMAS, 2007).

A graduate in Geography should be able to demonstrate adequate:

(i) Knowledge of geographical concepts, theories and models, Knowledge of a wide-range of geographical research methods; General knowledge in the various branches of Geography; Computing skills; Ability to function entrepreneurially in wide range of choices; Study skills needed for further studies, and to; and Ability to apply critical geographical reasoning to problem solving (NUC BMAS, 2007).

Reinfried, and Hertig, (Undated 3) and Khalil, Sabiu, & Muhammed, (2015) observed that Geographical education can best be understood by explaining its relationship to the geography discipline. It is an interdisciplinary scientific discipline which is found in the fields of geography and education, and it investigates the methods, conditions, and principles of teaching and learning. It also develops curricula, knowledge and skills of geography teachers through in-service training courses, and assess the objectives and methodologies concerning teaching and learning processes in geography. However, it is regarded as an independent discipline that is closely related to the scientific fields of geography, and other fields of study including pedagogy and psychology.

The study of Geography programme according to Jaracarande (2016) helps us understand basic physical systems that affect everyday life. How water cycles and ocean currents work are all explained with Geography. These are important systems to monitor and predict in order to help lessen the impact of disasters. At the same time, these systems can be monitored for important resources to tap in to. It helps us to learn the location of places and the physical and cultural characteristics of those places in order to function more effectively in our increasingly interdependent world: Given how global our modern marketplace is, it's important to have an understanding of where countries and cultures are located relative to one another. To understand the geography of past times and how geography has played important roles in the evolution of people, their ideas, places and environments: Geographical knowledge intersects with other subjects such as Biology and History and can help to gain a better understanding of the 'big picture' in these topics To understand the spatial organisation of society and see order in what often appears to be random scattering of people and places: Why do we live in the cities and places that we do? Studying Geography gives us a good idea of why towns and cities were established in certain locations and why some have flourished more than others. To be able to make sensible judgements about matters involving relationships between the physical environment and society: Similarly to the last point, why don't we live in certain locations? An understanding of Geography lets us know which locations aren't ideal for development as well as how best to develop or expand cities and towns. To appreciate Earth as the homeland of humankind and provide insight for wise management decisions about how the planet's resources should be used: Earth's resources are finite and need to be managed in a responsible way. Geography informs us of how to sustainably utilise the resources that are available as well as help to improve the status of those that are in danger of running out and to understand global interdependence and to become a better global citizen: Geography can help us to be more conscious-minded about the world around us. Being

a better global citizen means understanding others better and knowing the limitations of the Earth, both of which work toward making our planet a more liveable one.

2.1. Concept of Geography Administration

Administration is very vital to the realization of the school's programme – indeed, the success of the school programme depends largely on the effective administration. The administrators is saddled with the responsibility arranging, organizing and mobilizing both human and materials resources for the realization of school programme. The teachers, students, non-teaching staff and resources must be efficiently arranged, monitored and controlled, so that they would work harmoniously according to (educational plan) (Noun,2007). The National Policy on Education (2004) emphasizes the success of the entire educational system on proper planning, adequate funding and efficient administration. Geography administration is the process of arranging and using Geography resources to implement Geography programme with the aims of realizing the objectives of the programme. Geography programme administration is the scientific application of human and material resources and policies available for Geography and using them systematically and meticulously to achieve Geography goals in the educational institutions.

The key to achieving success in the Geography programme, is adequate resource allocation and appropriate utilization. The following areas are important and should to be supported in such a way as to make effective, any resource allocated to the Department. Geography department need the human and materials resources to administer and implement Geography programme.

The Academic and Non Academic requirement for the administration of Geography programme include:

- A. The established staff/students ratio of 1:30 for the Social Sciences should be met.
- B. Training and retaining of academic staff and students should be pursued vigorously.
- C. All academic staff should have computing skills.
- D. 75% of the academic staff should possess Ph.Ds.
- E. At least 20% of the academic staff should be professors / readers and 35 % senior lecturers.
- F. A new department should be headed by a professor to have a good and solid foundation, such a professor could be on sabbatical.
- G. Promotion should be strictly on merit, and that no promotion should be made beyond Lecturer I for those without Ph.Ds.
- H. The Department should aim at an equitable gender balance.

The Academic –Non-Academic staff ratio in the University should be 1: 2 maximum. All administrative, secretarial and clerical staff should have computing skills (NUC BMAS, 2007).

The infrastructural facilities for the administration of Geography programme include: adequate class rooms and class room sizes should be provided to avoid overcrowding. Laboratories for all the various aspects of the discipline e.g. Met. Station, GIS Lab: fully equipped with the computers hardware, peripherals and software packages, Cartography lab/Map Room, Physical: Soil/Hydrological lab, map library measuring about 72 sq meters. - Adequate sitting arrangement should be provided. - More

effective chalk board and other facilities such as public address system, flipchart, dusters and lighting should be provided. - A computer room should be provided (NUC BMAS, 2007).

The instructional materials and aids for the administration of Geography programme include:

1. At least 10 PCs for the departmental office.
2. At least 10 Pcs for teaching students in a computer room with Internet facilities and laptops.
3. Each academic staff should have a PC in his / her office with Internet facilities.
4. Surveying equipment: Theodolite, Chain, Dump/Abney level, Compass etc
5. Overhead and multimedia projectors.
6. Audio-tape recorders (at least 4).
7. Video recorder.
8. A video player.
9. A Television.
10. Senior lecturers and above should have telephone and GSM as part of working tools.
11. Field course vehicle (NUC BMAS, 2007).

The equipment for practical in geography programme include: 1. A practical geography laboratory of at least 120 sqm. 2. 30 tables with drawing lights 3. 30 stereoscopes for air photo interpretation 4. 30 surveyor's chains and/or tapes 5. 30 prismatic compasses 6. 30 Abney levels 7. 15 plane-tables 8. 30 ranging poles 9. 60 surveyor's arrows. (b) Cartography Room 1. Drawing office for the cartographer and/or draughtsman 2. Large tables with tracing lights 3. 3 sets of assorted drawing pens 4. 3 sets of assorted stencils 5. One map enlarger/reducer 6. One dyeline machine for printing of maps. (c) Map Library 1. 10 map chests. 2 Assorted teaching sets of topographical maps of at least 30 copies each. 3. Other sets of topographical maps. 4. Assorted teaching sets of aerial photographs of at least 30 copies each. 5. Other sets of aerial photographs and/or satellite imageries. 6. Assorted wall maps of the world. 7. Assorted wall maps of the continents. 8. Assorted wall maps of individual countries. 9. Assorted wall maps of Nigeria. 10. Four large tables fitted with drawing lights. 11. Two globes of the world. One Land Rover or equivalent for field research 2. One overhead projector 3. One slide projector

3. Problems facing Geography Programme in Nigerian Universities

Geography programme is faced with many administrative programme in the Nigerian public Universities. The following have been identified: inadequate funding of Geography programme, inadequate infrastructural facilities in Geography departments, shortage of Geography lecturers, ineffective staff development programme for Geography lecturers, brain-drain, poor research in Geography programme and shortage of instructional materials as the problems facing the administration of Geography programme in the Nigerian universities.

3.1. Inadequate Funding of Geography programme

Inadequate funding is a very big programme facing the administration of Geography programme in the Nigerian universities. Khalil, Sabiu, & Muhammed, (2015) discovered that some of the discouraging factors could be lack of adequate funds to carry out certain vital project/teaching method such as transport facilities to convey students on an educational field trips, which most managers of

educational system fail to distinguish between field trip and excursion visit. The budgetary allocation for the administration and implementation of the Geography programme is not adequate to run the programme effectively. Ajibo (2005) comments on the problem of finance in the maintenance of Geography room where various teaching materials ranging from slides with synchronizers, films and film strips with maps of various sizes are stocked as well as a large space for practical work. Many problems are encountered in getting these things ready since most of the schools particularly in Nigeria are not provided with enough funds with which the school authority can purchase such instruments for Geography teaching or field trips (Ajibo, 2005). The inability of the Federal government to fund the higher education especially the universities is responsible for the underfunding of the Geography programme in the Nigerian public universities. The federal government have failed to implement the recommendation of the UNESCO 26% recommended for annual budget for the developing countries like Nigeria. The failure to implement this recommendation is responsible for the underfunding of the entire educational system including the universities. The implication of the poor funding is responsible for inadequate infrastructural facilities and shortage of lecturers in the Geography departments. Ogunode, Abubakar & Ajape (2021) submitted that the underfunding of the university system hampered the development of university education and reduces its quality output in terms of students' output, graduate, research outcome and infrastructural development. Ogbondah (2010) noted that inadequate financing of universities has been one of the major problems facing university education today. It requires much money to maintain the existing infrastructure, execute capital projects, embark on educational research and pay salaries of staff. Ogunode, Abubakar & Ajape (2021) observed in their study that poor government allocations, low internally generated revenue, low school fees, institutional corruptions, poor planning/projection, poor research income and poor contribution from private sector, NGO and alumnus are the factors responsible for underfunding of universities. The study also confirmed that the effect of inadequate funding of Nigerian public universities is responsible for poor teaching and learning, inadequate infrastructural facilities, shortage of academic staff, poor research programme, poor staff development programme and poor quality of education.

3.2. Inadequate Infrastructural Facilities in Geography Programme Departments

Inadequate infrastructural facilities is another major problem facing the administration of Geography programme in the Nigerian universities. Benchmark Minimum Academic Standards (BMAS) for all the Nigerian universities stated that to mount the Geography programme, the following infrastructural facilities should be provided. These include: 1. A practical geography laboratory of at least 120 sqm. 2. 30 tables with drawing lights 3. 30 stereoscopes for air photo interpretation 4. 30 surveyor's chains and/or tapes 5. 30 prismatic compasses 6. 30 Abney levels 7. 15 plane-tables 8. 30 ranging poles 9. 60 surveyor's arrows and adequate class rooms and class room sizes should be provided to avoid overcrowding. Laboratories for all the various aspects of the discipline e.g. Met. Station, GIS Lab: fully equipped with the Computers hardware, peripherals and software packages, Cartography lab/Map Room, Physical: Soil/Hydrological lab, map library measuring about 72 sq meters. - Adequate sitting arrangement should be provided. - More effective chalk board and other facilities such as public address system, flipchart, dusters and lighting should be provided. - A computer room should be provided (NUC BMAS, 2007). It is unfortunate that these infrastructural facilities are not available in many Geography departments today. Many Geography students do not have adequate lecture halls, Geography laboratories, instructional facilities on Geography and on the side of the lecturers, many of the Geography lecturers do not have adequate offices, ICT facilities and research facilities to support

teaching and learning of Geography programme in the Nigerian public universities. Micheal (2013) observed that there is shortage of infrastructural facilities in many departments of Geography in Nigerian higher institutions. The problem of shortage of infrastructural facilities in the Nigerian universities was observed by Moreover, Okebukola (2005) when he reported the need assessment survey of national universities commission and identified the following: (a) only about 30% of Nigerian students' population has adequate access to classrooms, workshop, lecture halls, laboratories and libraries. (b) Deficient libraries in terms of currency and number of books, journals, and electronic support facilities. (c) Inadequate academic calendar resulting from staff unions' industrial action premised on low salary, wages/welfare and students strikes often time related to inadequate facilities. (d) Lack of practical experience, often times resulting from deficient facilities. The above listed factors are all challenges to full implementation of higher education policies in Nigeria. Okoli, Ogbondah & Ewor, (2016) also noted that University infrastructure and equipment are fast decaying in terms of maintenance. All the required resources for education production process are in short supply that poses hindrance to learning and research work. A good number of Nigerian universities are offering technological education programmes. The question is how many of these universities have basic infrastructure to run the programmes. For example, in universities offering computer course, you have students graduate without touching computer. The dearth of infrastructure in the universities is sickening and runs short of ideal academic environment. Today, students are learning in dilapidated buildings. Punch (2020) observed that entire system is putrefying: libraries, laboratories, hostel accommodation and lecture halls are in the worst form of degradation. Electricity and water facilities are epileptic in most universities, in some others, non-existent, forcing students to occasionally spill into the streets in violent demonstrations. All over the place, our campuses are brimming with an explosion in student population, many of whom were enrolled by corrupt university administrators into courses the National Universities Commission did not approve.

3.3. Shortage of Geography Lecturers

Another challenges facing the administration of Geography programme in the Nigerian universities is shortage of lecturers. Many Geography department in the public universities in Nigeria do not have adequate lecturers to deploy for teaching and researching. According to Benchmark Minimum Academic Standards (BMAS) for all the Nigerian universities the student-teachers ratio for Geography programme is 1:30. Micheal (2013) submitted that inadequate lecturers is a major problem facing the Geography programme in the Nigerian higher institutions. Alechenu (2012) reports that the National Universities Commission Benchmark Minimum Academic Standards (BMAS) of 2007 stipulated the following teacher/students ratio: 1:20 in science; 1:15 in Engineering and technology; 1:10 in medicine, veterinary medicine and pharmacy, 1:15 in agricultural and environmental sciences and 1:30 in education, management science, social sciences, law and arts. Even though these teaching staff/students ratios are provided by the benchmark based on carrying capacity, some universities admit students above the carrying capacity, thereby increasing the teacher/student ratio. This has a negative effect on the quality of university education in Nigeria. According to NEEDS (2014), the faculty-to-student ratio is very low in many Nigerian universities. For instance, the National Open University of Nigeria was reported to have a faculty-to-student ratio of 1:363; the University of Abuja, 1:122; and Lagos State University, 1:114. When compared with the faculty-to-student ratio of some highly rated universities such as Harvard University (1:4), Massachusetts Institute of Technology (1:9), Yale University (1:4) and Cambridge University (1:3), the reports concluded that the majority of universities in Nigeria were grossly understaffed. Nigerian academic staff are teaching large classes

and this is affecting their performance (Ogunode, Jegede, Abubakar, 2021). There is the challenge of qualified Geography lecturers in the Nigerian Universities. Faniran (1981) stated that the peculiar problems facing geography in the developing countries especially in Nigeria include: lack of teaching qualification, lack of incentives and conviction on the part of the available staff and others. Also, Abdul (2005) indicated that the major problems of geography teaching qualification are not respecting specialization based on merits. Therefore, teaching qualification has affected the teaching and learning geography negatively (Abdullahi, 2005; Faniran, 1981).

3.4. Poor Staff Development Programme of Geography Lecturers

Poor staff development programme of Geography lecturers is a challenge to the development of Geography programme in the Nigerian public universities. Lecturers in the Geography departments do not access training funds constantly for career development. Many lecturers lecturing in the departments of Geography do not attend conferences constantly due to poor funding of staff development programme. Poor capacity development is another problem facing majorities of the academic staff of Nigerian universities. Ogunode, Jegede, Abubakar, (2021) submitted that many lecturers in the Nigerian universities are not given the opportunities to access funds to develop themselves. Basil, Felix & Eno (2013) submitted that capacity building programmes have been adjudged to be critical factors in Nigerian universities, culminating in their positions as major determinants of lecturers' professional advancement. Apart from gaining pedagogical and content knowledge, lecturers' participation in the programmes enhances capacity building effectiveness in universities. It transforms role performance abilities and skills of lecturers in such a way and manner that they meet and fit adequately in the challenges of their jobs. Without it, a missing gap evolves whereby universities become shadows of themselves. Capacity building has three different dimensions namely: building awareness, building analytical capacity and building decision-making capacity. Building awareness involves offering activities, presenting new topics or demonstrating new methods through workshops, seminars and conferences (Ogunode, Jegede, Abubakar, 2021). The poor staff development programme of Geography department is affecting the administration of the Geography programme in many public universities in Nigeria.

3.5. Brain-Drain

Brain-drain refers to the movement of professionals from developing countries to developed countries for a better employment opportunities. Brain-drain is a very big programme facing the administration of Geography programme in the Nigerian universities. Many academic staff are leaving the Geography departments to other Africa countries and Europe for a better job opportunities. The Academic Staff Union of Universities (ASUU) has warned the Federal Government against encouraging brain drain with a lingering strike and nonchalant attitude towards the yearnings of ASUU. Prof. Biodun Ogunyemi, the President, ASUU, said Ethiopia has already recruited 200 professors from Nigeria while South Africa, Ghana, Egypt, etc have a sizeable number of Nigerian professors. In 2006, Ethiopia engaged the services of 600 professors, according to Olusegun Akinsanya, the former Nigeria's Ambassador to Ethiopia. Akinsanya added that over 3,000 Nigerians were living in Ethiopia and that most of them were professionals who were doing very well in their chosen career. A few months ago, Ethiopia came to recruit 200 professors from Nigeria. "I don't want to talk of South Africa. Go to Ghana, Egypt, you will see them there. We treat our scholars with discontent. Each time they step out, they are highly valued and highly-priced (Tribune Online (2020). Alli, (2000) also pointed out that many experienced and young lecturers are fleeing Nigeria from the frustration of university life into more rewarding and more challenging sectors of the economy and even to overseas

countries. There is diminishing scope of mentoring junior researchers by seasoned and senior lecturers in Nigeria due to brain drain. The shortage of lecturers in the departments of Geography in many public universities is affecting the administration of Geography in the Nigerian public universities.

3.6. Shortage of Instructional Materials

Shortage of instructional materials in the Geography programme is affecting the administration of Geography programme in the Nigerian public universities. Instructional materials or aids are used by the lecturers to present lesson to the students. Students learn better under the use of instructional materials. According to NUC Bmas (2007) equipment for Practicals in Geography programme include: 1. A practical geography laboratory of at least 120 sqm. 2. 30 tables with drawing lights 3. 30 stereoscopes for air photo interpretation 4. 30 surveyor's chains and/or tapes 5. 30 prismatic compasses 6. 30 Abney levels 7. 15 plane-tables 8. 30 ranging poles 9. 60 surveyor's arrows. (b) Cartography Room 1. Drawing office for the cartographer and/or draughtsman 2. Large tables with tracing lights 3. 3 sets of assorted drawing pens 4. 3 sets of assorted stencils 5. One map enlarger/reducer 6. One dyeline machine for printing of maps. (c) Map Library 1. 10 map chests. 2 Assorted teaching sets of topographical maps of at least 30 copies each. 3. Other sets of topographical maps. 4. Assorted teaching sets of aerial photographs of at least 30 copies each. 5. Other sets of aerial photographs and/or satellite imageries. 6. Assorted wall maps of the world. 7. Assorted wall maps of the continents. 8. Assorted wall maps of individual countries. 9. Assorted wall maps of Nigeria. 10. Four large tables fitted with drawing lights. 11. Two globes of the world.

Many Geography departments in Nigerian public universities do not have the above listed teaching aids and instructional materials. Many lecturers lecturing in the public universities in Nigeria especially at the departments of Geography do not have adequate instructional materials to lecture the students. In one of the studies conducted on the problems of geography education in Nigeria by Okuntorifa (1981), it was noted that the new problem likely to face geography syllabus in Nigerian schools could be lack of suitable textbooks. Therefore, according to him the most essential and useful in the teaching geography is ample and relevant textbooks which create a problem in teaching the subject. The inability of many public universities in Nigeria to provide the lecturers with adequate instructional materials is affecting the administration of the Geography programme in Nigerian universities especially the public.

3.7. Strike Actions

Strike actions in the Nigerian public universities is a very big problem facing the administration of Geography programme in the Nigerian universities. The administrative programme that will lead to the implementation of Geography programme is suspended when any union of the universities is embarking on strike action in the universities. Ogunode & Abubakar (2021a) submitted that strikes action by different unions in the Nigerian universities is another problem preventing effective administration of the universities. Strike simply means a form of protest by employees (mostly under labour unions) through concerted cessation of work due to an impasse with the employers. It is the last resort for employees to have their grievances addressed. However, the incessant strike action is adversely affecting the effective running of universities in Nigeria. For instance, a survey by premium times an online Newspaper revealed that in the last two decades Nigerian universities were shut down fifteen times due to strikes and the period spent spanned about fifty months (still counting). This effect is massive; the most affected area is academic calendar. Once the school is closed for strike there must be adjustment in its existing plans of activities and the implication is that a programme that is designed

to four years would have additional month(s) or year(s). This in turn becomes a bottleneck in the smooth running of universities in Nigeria. Okoli, Ogbondah, & Ewor, (2016), Ahunanya and Ubabudu (2006) established that strike actions is one of the major problem facing the university system in Nigeria. Ogunode, & Abubakar, (2021) outline inadequate infrastructural facilities, non-implementation of agreement and enrolment into Integrated Payroll and Personnel Information System (IPPIS) by all the public higher institutions as the causes of strike action in the Nigerian public universities.

4. Possible Solutions

To solve the problems identified in this article, the researchers suggested that more funds should be allocated for the administration of Geography programme, adequate infrastructural facilities should be provided, employment of more Geography programme lecturers, Geography programme lecturers should be motivated to reduce brain-drain and effective staff development for lecturers in the department of Geography programme departments.

- A. The government should increase the funding of the public universities and more funds should be allocated for the administration of Geography programme;
- B. The government should provide adequate infrastructural facilities in the departments of Geography in all the public universities across the country;
- C. More Geography lecturers should be employ in all the public universities across the country to aid the development of Geography programme;
- D. The government should motivate lecturers in the public universities especially Geography lecturers to prevent them from leaving the departments;
- E. More funds should be release for staff development programme in the public universities
- F. and priorities should be given to the lecturers in Geography departments across the country;
- G. The department of Geography should provide lecturers with all instructional materials. Journals, textbooks and conference resources should be provided in the libraries for the students and lecturers.

Conclusion

Geography programme is one of the programme Nigerian public universities are offering with the aims of producing qualified professional to man all Geography institutions established to contribute to the social, economic and technological advancement in Nigeria. It is sadden to realize that this programme is facing man administrative problems. This article discussed the problems facing the administration of Geography programme in the Nigerian public Universities. The following were identified: inadequate funding of Geography programme, inadequate infrastructural facilities in Geography departments, shortage of Geography lecturers, ineffective staff development programme for Geography lecturers, brain-drain, poor research in Geography programme and shortage of instructional materials as the problems facing the administration of Geography programme in the Nigerian public Universities. In order to address this problems identified in this article, the researchers suggested that more funds should be allocated for the administration of Geography programme, adequate infrastructural facilities should be provided, adequate instructional materials should be provided in Geography departments, employment of more Geography lecturers, Geography lecturers should be motivated to reduce brain-drain and effective staff development for lecturers in the department of Geography across the country.

References

1. Abdullahi, M. (2005). Barriers to Effective Teaching and Learning of Science Subjects in Secondary Schools in Kano. Federal College of Education Kano Unpublished PGDE Thesis.
2. Faniran, A. Okunrotifa, P.O. (Eds.) (1981). *A Handbook of Geography Teaching for Schools and Colleges*, Heinemann Educational Books, Ibadan.
3. Jacaranda (2016) Seven Reasons for studying Geography. <https://www.jacaranda.com.au/blog/tips-and-ideas/7-reasons-to-study-geography/#:~:text=Geography%20helps%20us%20understand%20basic,lessen%20the%20impact%20of%20disasters.>
4. Khalil, M.S., Sabiu, N. and Muhammed, S.N.(2015) A Brief Look At Geography Education In Nigeria: A Case Study Of Kano State. *Dutse Journal of Pure and Applied Sciences* 1(1) pp 11 – 18
5. National Geographic (2016) Meaning of Geography <https://www.nationalgeographic.org/education/what-is-geography/>
6. NUC BMAS, (2007) Social Science Programme. Abuja
7. Ogunode N, J, Abubakar L & Ajape T, S (2021) Evaluation of Causes of Inadequate Funds in Nigerian Public Universities. *Middle European Scientific Bulletin*, VOLUME 9, pp.92-95
8. Ogunode Niyi Jacob, Jegede, D & Abubakar (2021) Problems Facing Academic Staff of Nigerian Universities and the Way Forward. *International Journal on Integrated Education*, Volume 4, Issue I, January 2021 pp, 230
9. Okoli, N. J., Ogbondah, L., & Ewor, R. N. (2016). The History and Development of Public Universities in Nigeria Since 1914. *International Journal of Education and Evaluation*, 2(12).
10. Okebukola P. A. (2005) Quality Assurance in the Nigerian University System. *Nigerian Journal of Curriculum Studies*, 12(3), 1-5.
11. Ogunode, N.J & Abubakar, M (2021) Strike actions in Nigerian higher institutions: meaning, causes, effects, achievement and way forward. *Scholarly Publishing Discourse*, Vol1(1), pp.17-25
12. Ogbondah, L. (2010) Adequate funding of public universities in Nigeria for sustainable development, *African journal of historical sciences in education*, 6(2), 322-323.
13. Oni, B. (2000). *Capacity building effort and brain drain in Nigerian Universities*, Ibadan: NISER.
14. Ojo, A. A. (2018). *Higher Education in Nigeria*. Being a Paper presented at Education in Africa Day, held at House of Commons Palace of Westminster, London.
15. Ogunode, N. J & Abubakar, M (2020) Higher Education in Nigeria: Challenges and the Ways Forward. *Electronic Research Journal of Behavioural Sciences*, Volume 3 (2020)
16. Okuntorifa, P.O. (eds.) (1981). *A Handbook of Geography Teaching for Schools and Colleges*. Heinemann Educational Books Limited.
17. Reinfried, S. and Hertig, P. (n.d). Geographical Education: How Human-Environment-Society Processes Work. *Geography*.