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Attainability of the quest for quality sustainable development goal 4 in the context of multiple challenging conditions in higher education in Zimbabwe

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Abstract

The article interrogated the quest of providing quality sustainable education in Zimbabwe's higher education, in the context of multiple challenges that beset the sector. The drive to provide quality education is embedded in the global vision for quality sustainable education spurred on by the 2030 agenda goal 4, aiming to ensure that individuals attain an education that is meaningful and prosperous. This study adopted a qualitative approach and a case study design. In-depth structured interviews were used to collect data from purposively sampled participants which was thematically analysed. Results indicated that higher education in Zimbabwe is struggling to reach for the ceiling set by the

agenda 2030 goals in the current obtaining context of constrained resources in an economy that continues to be challenged, with educators who are un-motivated and scream incapacitation. The article argues that for higher education in Zimbabwe, a lot needs to be done to achieve the vision of goal 4 of the 2030 global agenda. The fact that there is a questionable sync of the elements expected in a smooth trajectory to achieving quality sustainable education because of the lack of some key resources and poor conditions of service faced by academics expected to implement ESD programmes means, the attainability of the global goals by 2030 is also questionable.

Keywords: Sustainable Development, Face-To-Face Teaching, Quality Education

Introduction

The global challenge of the need to offer students an education that leads to meaningful livelihoods has stirred both the developed and developing nations to face the unpalatable reality that the learning some students may be getting in some of the countries is inadequate to meet their future needs. This paper aims to respond to concerns by stakeholders in Zimbabwe who question the attainment of such a goal in the context of multiple challenges that beset the higher education sector. This is specially so in light of the fact that research points to the education sector that used to be revered for its superiority in the region currently being viewed as a shadow of its former glorious image (Chinyoka & Mutambara, 2020) ^[4]. The country's higher education sector is in a crisis as it aims for quantity rather than quality (Shizha & Kariwo, 2016) ^[32]. Challenges to higher education include incapacitation of lecturers due to poor remuneration (Shizha & Kariwo, (2011); Kapungu, (2007) ^[15] and excessive brain drain of experienced academics reaching crisis levels (Hove, & Ndawana, (2019) ^[11] Majoni (2014) ^[18]; Chireshe, & Shumba, (2011) ^[5] Teferra (2013) ^[36]. In addition there is disillusionment, low motivation and low commitment combined with poor work ethic of lecturers seen to amount to de-professionalisation (Chireshe & Shumba (2011) ^[5]; Chinyoka & Mutambara, (2020) ^[4], inadequate funding due to declining Government support because of poorly performing economy with attendant pressures of expansion and massification that make it impossible to provide necessary funding for higher education; (Ngwenya, Baird, Boonstopel, Padera (2008); Mapolisa & Tshabalala, (2013); Ingersoll, & Merrill, (2011); Teferra, (2013)) ^[25, 13, 36].

This list goes further to include lack of infrastructure, equipment and teaching materials, Chinyoka & Mutambara, (2020) ^[4]; lack of access to computer hardware and software in relation to information communication technologies (ICT) Majoni (2014) ^[18] as well as lack of quality assurance measures which have all had the combined effect of possibly derailing efforts of attaining Education for Sustainable Development (ESD) (Garwe 2014) ^[8]. As if these challenges were not devastating enough, the impact of COVID 19 and ensuing lock down restrictions leading to disruptions of face-to-face teaching and sudden introduction of online learning without readiness for it further caused a decline in quality education services. (Mukute, Francis, Burt & de Souza, 2020) ^[23] It is thus possible there may be a sustainability paradox unfolding in which the declared direction of the nation is in contrast with actions that lead to sustainability (Cotgrave and Kokkarinen, 2010) ^[6].

It is therefore within the higher education context that has the multiplicity of challenges at play that the paper seeks to interrogate how realistic ESD is and determine whether this is a questionable or attainable goal. The paper examines challenges facing the higher education landscape and the education offered against the background of characteristics of ESD and the purpose to which such an education is expected to strive. The paper further seeks to check whether there is need for a paradigm shift in which education will be values driven, take care of the academics who must drive and implement the tasks, sensitise academics on sustainability as a core value and become locally relevant as well as a well-resourced the sector. This means education should strive to address local challenges before it aspires to address global ones.

The concept of Education for Sustainable development

The concept of ESD has several important Facets. ESD by definition equates to 'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (WCED 2011: 43). This definition carries with it the values driven principle of upholding the productive capacity of the environment by urging generations of humanity to avoid destructive tendencies. On the other hand, Stoddart, Schneeberger, Dodds, Shaw, Bottero, Cornforth, & White (2011)^[34] define sustainability as the efficient and equitable distribution of resources intra-generationally and inter-generationally with the operation of socio-economic activities within the confines of a finite ecosystem. Equity and efficiency stand out in this generation to bring out the concept of spreading resources fairly and avoiding wastage. Yet Ben-Eli (2015)^[1], on the other hand, sees sustainability as a dynamic equilibrium in the process of interaction between the population and the carrying capacity of its environment such that the population develops to express its full potential without producing irreversible adverse effects on the carrying capacity of the environment upon which it depends. This definition strengthens the responsibility humans are charged with to carefully avoid depleting resources that cannot be regenerated.

The idea of "development" was contrived in the UN development aid context where the premise was that economic development would eventually enhance human well-being and global equity (UN, 2015)^[39]. As an organizing principle of human development, it fulfils long term needs of humanity while it endeavours to sustain the capacity of natural systems to deliver natural resources and ecosystem services on which society and economy depend (Gavic, 2020)^[10].

One pivotal facet of ESD is the aspect of quality education. This is a must if students will be enabled to get the kind of education that is worth their effort because it results in them being skilled to a level where they acquire values and skills that help them play a positive role in their societies (UNESCO, 2004)^[37]. This kind of education is of the sort that uses up-to-date 21st century curricula with cutting-edge knowledge and skills on what drives adapted means of survival. Embedded in the concept of ESD are multiple nuances & strings of ideas that include the pursuit of the principle of quality. Quality is viewed as way of maintaining and applying distinctive academic educational standards, both in the sense of specific expectations and requirements

that should be complied with, Shava & Ndebele (2014) and in the sense of ideals of excellence that should be striven for. In addition, there is a notion that ESD satisfies the demands of public accountability, providing an assurance that learning institutions keep their promises to clients they serve so they get value for their investment in money, time and expectation. Also inherent to this concept is the philosophy of justice that ESD has to be inclusive, just and fair to all inhabitants of countries in whose service governments undertake it. Cotgrave and Kokkarinen (2010)^[6] argue that policy and regulation can only force the people to work in sustainable ways but it is ultimately inner conviction that makes people strive for sustainability and quality. Also embedded in the multi-layered concept of quality education is the imperative that such an education must have fitness for purpose, in the sense of a curriculum that answers the specific challenges of the particular society in real time (Meadows, 2008)^[20]. While education may not be able to change the human behaviour, it plays a central role in transmitting democratic values and behaviours that contribute to sustainability. However, if within the system that is expected to be the epitome of democratic and sustainability enhancement, the beneficiary players feel deprived, then the system may fail.

Principles and Characteristics of ESD

Attaining ESD hinges on a number of principles. The principles are anchored on fundamental propositions, that serve as a basis for reasoning and they define action envisaged to be taken. In the context of higher Education which has taken a pledge to education for ESD, the principles allow individuals to conform their conduct to a set of predefined procedures regardless of the particular circumstances of the action (Diemer, 2013). Three principles of ESD stand out. The principle of responsibility draws attention to the fact that humanity needs to strategise to reverse the unique challenges that face the planet spread across the spectrum of life-threatening disasters such as climate change, populations that overshoot the capacity for food reserves, oceans that are polluted beyond life sustenance, pollutant energy sources that are not renewable and pandemics that threaten to wipe humanity off the face of the earth at alarming speeds. These challenges call for education that has attitudes and a thrust of responsibility. The principle of precaution also has a place to play in order to bring in reflection that seeks solutions that are sustainable rather than those that are crisis-management focussed. Also, the principle of harmony is important where all aspects of life have to be considered so that there are no piece meal mitigation measures but a systems approach where all aspects of life are understood to work together and that if one is not function well, all the others also falter, hence the 17 goals of sustainable development that must be harmonised.

ESD emphasises characteristics of quality of learning, and nurtures competencies of creativity, reflexivity and participation (Lukk, Veisson, & Ot, 2008)^[16]. In the spirit of ESD driven education, students must not only gain skills but should be able to come up with solutions to challenges and be able to take action on such problems (Lukk, Veisson, & Ot, 2008)^[16]. That calls for an education that allows full-scale participation of all stakeholders, as well as new ways of solving problems creatively.

The context of higher education in the region and Zimbabwe in particular

The situation that obtains in Zimbabwe is that academics are expected to discharge duties in line with their contracts and regulations of institutions even when they protest incapacitation, and face multiple challenges. Scholars have pointed to a regional trend in countries like South Africa, Zimbabwe and Namibia in which there are unfavourable economic conditions, which undermine the attractiveness of the academic profession (Portnoi, 2009b, 2015) ^[29, 30]. What has happened in Zimbabwe is that there has been disillusionment of academics whose expectation was that their lot as educated people would be ushered into a class in which development of education guaranteed quickened economic advancement, enriched personal earnings, and decreased social imbalances. This expectation is that they are players in a middle-class society where they enjoy decent health care, suitable accommodation and transport means for them and their families (Chireshe & Shumba 2011, Garwe, 2014) ^[5, 8]. Academics have viewed their hard work of pushing till they reached high levels of education with masters and doctoral degrees as an investment for an upgraded life, a special visa to a club for a few where they get to be counted among those who have made it in life. Consequently, expectation has been high among such academics that they have earned the enviable status that comes with upper middle-class trimmings where they would not struggle to send their children to schools of their preference, would not fail to fuel their cars to get to work and therefore not be forced to ride in bus shuttles that would be crowded and unreliable. But reality has been that this is what they have been relegated to face. This is what has led academics to become demotivated and uncommitted in recent years, a situation that has called to question the drive to excellent performance and possibly attainability of ESD (Massoudi, & Hamdi, 2017; Pech, & Slade 2006) ^[19, 28]. The rationale for expecting good conditions of service is that conditions of employment have a direct bearing on the flows of lecturers joining or exiting the profession because they determine how appealing the profession is viewed compared to other types of jobs (Bigirimana, Sibanda & Masengu, 2018) ^[2]. A number of studies have shown that the work environment has an effect on employee performance, productivity, job satisfaction and staff retention (Kahya 2007; Bigirimana, Sibanda & Masengu, 2018) ^[2].

The study therefore sought to get the views of academics on how attainable the quest for ESD was given their working conditions. The questions that guided this paper were: (1) what challenges are perceived as derailing the nation's drive towards attaining the goal of sustainable education? (2) How do academics view their performance levels given their work conditions with regards to the quest of attaining education for sustainable development as spelt by goal 4 of the 2030 SDGs?

Theoretical framework

This study used the resilience theory as an all-encompassing framework. Daniel (2011), proposes that resilience theory which is traced back to Holling (1973) explains the persistence of relationships within a system as measure of the extent to which systems in an institution have the ability to absorb changes of state, driving variables and parameters and continue to hold or remain intact (Folke 2006; Nyahunda & Tirivangasi, 2019). Resilience theory

emphasises strengths over challenges and integrates key contextual factors in its structure. It emphasises exchanges between the operating person and the social and physical environments. It is defined as the process or capacity for or outcome of successful adaptation despite challenging or threatening circumstances (Nyahunda & Tirivangasi, 2019). The concept of resilience provides a useful lens for examining the challenges faced by university academics in navigating their working conditions, given the challenges in resources provided for their work. This concept helps to gauge whether or not they can be successful in the context of the higher education landscape. If successful, this results in attainability of ESD but if they fail to do so they prove this theory has limitations when coming to extreme stressful situations in which case ESD becomes unattainable.

Methodology

The study was situated in the interpretive paradigm and thus adopted a qualitative approach and a case study design. The qualitative nature of the enquiry enabled researchers to gain insights into resources to support learning provided to academics as well as conditions of service and the perceived impact they were seen as having on ESD as spelt out by academics at the institutions of study. One of the merits of the case study design is that it allows the researcher to gain understanding of social phenomena from the perspective of the participants in their natural settings (Saunders et al., 2010) ^[31]. In addition, Creswell (2014) insists that determining a suitable sample in qualitative research at the end of the day is based on using one's own judgment and experience in assessing the quality of the data collected in consideration of how it is intended to be used, with regards to the specific research method. Analysis was thematic as emerging ideas were carefully subsumed from data and consolidated to show the emerging picture (Okesina, 2020) ^[26]. For ethics, participants were assured of anonymity, confidentiality the fact that they would not be exposed to any harm no harm during the study. They were also given full information about the study to make informed decisions as they volunteered.

Sampling

Two state universities were selected for studying conditions of service for academics in Zimbabwe as well as resources provided for learning. There are 14 universities in the country with 10 being state universities and only 4 private church universities. State universities set pace for other universities because there is one regulatory body for standards and quality assurance which is the Zimbabwe Council of Higher Education (ZIMCHE) (2006). Also, the Government employs most of the academics and thus when conditions of service are studied, the most widespread conditions relate to largest employee body. Purposive sampling technique was employed to choose the participants. Purposive sampling was endorsed by Creswell (2014) and Yin, 2016 ^[44] as fitting to identify the primary participants. The sample for the study was 12 academics who were holders of Masters Degrees at lecturer level, 4 doctors at senior lecturer level but also working in the capacity of chair-persons and 4 professors who were in dean positions, making a total of 20 academics in the 2 universities. All those selected had a minimum of 5 years' experience.

Findings and Discussion

The findings were discussed under the several subthemes which came to the fore when lecturers were asked what their views were on the question of the quality of education and expectations of attaining ESD given their conditions of service in Zimbabwe.

Concerns academics felt constrain the achievement of ESD

It emerged from this study that academics were concerned with the rise of managerialism in the institution (Portnoi, 2015) [30]. Academics felt that there was increasingly a trend of managers who made policies that clipped off any benefits that had in past years accrued to them. They gave examples of study grants that had been removed, benefits of free study for their children and spouses that had either been cut off or so reduced they became insignificant, removal of claims for extra load from self-funding courses and fewer research grants. Added to poor salaries that did not compare to regional ones, this made conditions of service highly unattractive and became the final push factor towards brain drain trend gathering momentum. In response to this issue Academics made the following observations:

Unfortunately, it is us against 'them'. The university has appointed non-academics to manage the affairs of academy. These culprits cut all funding that stimulates and enhances teaching and learning as well as research. Even when academics raise their own funds for research, these are not managed transparently. It takes a lot of repeated requests and begging to get your own funds released for research. Even then the accounting on funds is not transparent. In most cases the agenda of some of the highest bodies governing the institution will not have items on teaching and learning, which is the core business of the university. In such a scenario it is questionable that there can be sustainable development because such conditions do not enhance creativity and quality in our teaching and research which in turn does not foster those qualities in our students because our minds are never settled.

Lack of fitting incentives as a major constraint to the achievement of ESD

Commitment towards work was one factor that was a hotly contested issue among the academics. This was an area where attitudes came into play and were coupled with the question of incentives. Academics felt that clearly their employers did not care to give any satisfying incentives. They claimed it was difficult to be committed to an organisation that did not care to stabilise you as an employee. They pointed out that they entered the profession with zeal and passion but that their excitement was slowly being drained out. The view that conditions of work have a bearing on the attitudes, effort and energy academics put on their work has been supported by other scholars (Hove, & Ndawana, 2019 [11]; Chinyoka & Mutambara, 2020 [4]; Shizha & Kariwo, 2011; Szromek & Wolniak, 2020). It also becomes clear that in such an atmosphere the quality of education and behaviours shaped by the academics as they groom students cannot be those of a future generation that cares and understands sustainability issues which among other attributes call for responsibility towards a common

future. The following excerpts were made when lecturers were asked to comment on their commitment:

The university used to be a place of envy for those who are talented to work at. Not anymore! Lecturers fail to come to work on time trying to manoeuvre and find their way in public transport because they cannot afford to drive to work. Our pay cannot sustain a family. That does not make an academic strive to produce quality.

It is a nightmare because powerful people who should see to our welfare actually fight against lecturers. This is demotivating and dejected as most of us are, we do not inspire any passion on our students as they are intelligent enough to see that if they become academics too their fate will be similar. Most of us are also aware that we do not have our mind-sets focussed on ESD. We are focussed on navigating and surviving each days' challenges.

Lack of adequate infrastructure for teaching

Scholars pointed to the unavailability of appropriate infrastructure, such as laboratories for science courses, studios and fitted workshops for design related courses and laboratories for technology subjects such as Computer Science as being mandatory for teaching and learning at university level. It was made clear that it is when such facilities are not there or inadequate for fulfilling the purpose for which it is needed that there is deterioration of quality teaching and learning and ESD cannot be achieved (Chinyoka & Mutambara, 2020 [4]; Majoni, 2014) [18]. Academics pointed out to the universities are failing to provide basic facilities for them to execute their jobs but still expected to do so. Asked to explain whether or not facilities to carry out their core business were available to them, academics revealed this was a major shortcoming which made ESD unattainable. Lessons that can be derived from Zimbabwe's experiences as summarised by some researchers who have pointed out that quality education in developing countries is difficult to achieve, let alone ESD (Kanyongo, 2005) [14]. Commenting on the availability of infrastructural facilities on lecturer observed:

In the university the enrolment has increased a lot since the basic infrastructure was built. The tutorial rooms, and labs are too small for the groups. This means a lecturer has to teach one lesson up to 5 times to cover each group in an intake.

Lack of equipment and other resources for teaching and learning:

The university is failing to provide basic equipment and substances for teaching and for carrying out experiments. Students carrying out projects sometimes have to make their own arrangements to source and pay for the chemicals and substances they use despite having paid full fees. The university fails to supply basic equipment like computers but expects them to teach and research (Chinyoka & Mutambara, (2020) [4].

Deliberating on the issue one academic said:

A computer is now a basic tool of an academics' trade. I have been at the university for 8 years and have never

had access to a computer from the university for me to execute my tasks. Essential software's like 'Turn-it-in' for checking plagiarism o students' work are not availed. The whole faculty does not have labs or studios for design demonstration. However, deadlines for all work are expeditiously set and it is not possible to attain quality work in the circumstances.

Effect of poor physical working conditions on performance

Convenient workplace conditions are a necessity for maximum productivity and quality of outcomes. An employee's workplace environment is a major determinant of the quality of their work and their level of productivity. How well the workplace engages an employee affects their desire to acquire suitable competencies and their level of their aspirations to perform quality tasks. Working conditions in some universities have a lot of undesirable elements (Teferra, 2013^[36]; Chinyoka & Mutambara, 2020^[4]; Garwe 2014^[8]; Bigirimana, Sibanda & Masengu 2018)^[2]. Academics are sometimes faced with a lot of discomfort such as sharing very small offices which in some cases were meant to be store-rooms and therefore are poorly lit and ventilated, lifts that do not work or pose a hazard as they trap people quite often, lack of kitchens for staff to get water for tea and other refreshments with toilets being the only source of drinking water, unsafe parking lots where cars are left to the elements and at owners' risk. Research shows that academics working under inconvenient conditions may end up not only with low performance but also lose their creativity (Massoudi, & Hamdi, 2017; Pech, & Slade 2006)^[19, 28]. It is easily arguable that employees consciously disengage on tasks when they face discouraging work environments every day. It therefore comes as no surprise that in some universities in the country disengagement is visible and increasing demonstrated by lack of interest, high absence, lack of adherence to deadlines, inefficiency, and frequent go slows and strikes (Massoudi, & Hamdi, 2017; Pech, & Slade 2006)^[19, 28]. The following excerpts were made when lecturers were asked to comment on how they viewed their working environment:

The university is worse than the schools where we once worked. There we had bases to work and a common staff room with appropriate furniture. We were not made to share small offices in fours. Sometimes we lose man hours because during the Covid 19 lock-downs we have to decongest offices and take turns to come to work because of the poor working conditions. We do the minimum expected of us, productivity and development of students is not the best it could be.

We did not get water to drink from toilets which are often fowl smelling from poor cleaning or state of disrepair. The institution does not value its academics. Only those who have high posts enjoy good working conditions because those are in their contracts and top management reminds us often that there are no pecks attached to our contracts. Given these conditions, it is difficult to expect us to strive for excellence and to focus on ESD.

Perceived effect of stressful psychological factors on performance

Academic employees who have high interest in their work and have leverage in making important decisions are characterized by having a high concern and value for their work. They are abounding with feelings of being psychologically committed to the work they do, and hold a strong belief in their competencies to complete it with distinction. It is not surprising that motivation becomes the energy workers need to achieve goals such as quality ESD. (Ramani and Kumar, 2008; Ma'ruf, Hadari, Amalia (2019)^[17]. Motivation is psychological. It involves impulses, power, and internal energy to passionately feel like performing a task. Motivation contributes to being decisive in determining the intensity, direction, and perseverance of employees in their efforts to achieve goals (Wang 2016; Ma'ruf, Hadari, Amalia, 2019)^[17]. Chikwariro, Bussin, & De Braine (2021)^[3] also endorse that motivation is a mental disposition, a condition whose thrust or drive influences the tasks an employee performs. It is motivation that arouses the propensity that kicks in for the person to throw themselves to the work at hand and maintains behaviour related to the work environment. This applies to university academics. When asked about their commitment to work given the conditions of work the following observations were made:

My work is my life. I cannot imagine abandoning research and teaching. I feel excited when doing my work and can spend many hours totally absorbed in it. The only worry is that conditions are not right and I wish that could change. When I can see that I am short changed by the University system I feel disturbed and that negatively impacts on my performance. If not for that my whole interest, personality and drive fits well with the career I chose.

Perceived effect of lack of fulfilment on performance.

Academics in the tertiary institutions but particularly those at university in Zimbabwe are a highly frustrated lot. They are able to analyse all trends on livelihoods in a failing economy and see clearly that the only fate that would befall them is depravation if they do not exit the sinking ship while they still can. Motivation to work towards fulfilment of institutional educational goals conflicts with envisaged personal gain or goals. Intrinsic motivation as an internal force account for the extent, direction, and tenacity of effort expended at work (Wijayanto & Riani, 2021)^[43]. Seeing that education no longer makes an academic earn a decent living, many academics are acquiring high degrees with specialisation as an exit strategy. Observation of trends of brain drain and the reasons for it among academics is that the main goal of each person putting a lot of effort to be highly educated is not to energise the educational system but to map out an exit strategy, to find employment in other countries (Kapungu, 2007; Shizha & Kariwo, 2016)^[15, 32] Factors such as getting chance to voice worrying concerns, respectful treatment, pleasing benefits, job security, comfortable working conditions as well as practical workloads are viewed as being more than motivational factors. They actually are in the range of basic requirements (Zhang, 2019)^[45]. Scholars also point to lack of fulfilment

results in brain drain of talented academics. There is also 'invisible' brain drain when skilled academics stay on but are so dispassionate that they hardly push to achieve goals (Girdwachai & Sriviboon, 2020)^[9].

Asked to comment on their contentment levels the effect on ESD academics made the following comments:

Working in this university has made me despair. I have no fulfilment out of my work and have thus lost my enthusiasm for all tasks I have to do. This place makes you feel defeated because no matter how much effort you put; you cannot make progress in your personal circumstances. Clearly the university does not make the slightest indication to be willing to empower me or improve my life. It is as if I am to be used like a spanner.

The quality and quantity of work I achieve by carrying out my function following the responsibilities assigned to him is affected by what accrues to me at the end of the day. The university only looks at one end of the scale. They never care to see how content I am after the production. Only results matter to them not my fulfilment, as a result I am not in a space to solve national problems. I do not care to promote sustainable education as I will most likely exit this place of no hope.

Conclusion

This study concludes that there are gross challenges that have to do with teaching and learning in the higher education sector in Zimbabwe that if not eliminated will be counter-productive and prevent the attainment of sustainable development 4 as set in the agenda 2030. It emerged that line managers do not explore available reward options to enhance employee motivation, nor adopt an inclusive approach in addressing the institutionally created barriers. Further managers do not seem to attend to challenges inhibiting employee performance. It is possible to reverse this trend if a concerted effort to take mitigation measures to offset the lack of teaching materials and poor motivation of lecturers.

Recommendations

Meadows (2008)^[20] suggests that problems in any system ought to be critically explored by all stakeholders who are affected by the problem, if a sustainable solution is to be found. There are common interests between academics as employees and university administrators as the supervisory team in that both want the major goal of the organisation which is ESD. It is necessary that both parties join in a singleness of purpose and push for attaining the primary goal, failure to which it will remain an unattainable quest never to be realised. In-light of the surfacing challenges facing the higher education sector, it is recommended that institutions of higher learning get a hard look at the situational performance and change the instructional play-field by building infrastructure, supplying equipment and substances for learning. This will go a long way to enabling the kind of learning goals they set to be achieved. It is also recommended that the lecturers as mediators of learning be incentivised and motivated or else expectation of achieving goals of targeted learning may unrealistic.

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