



MANAGING HIGHER EDUCATIONAL INSTITUTES IN CHAD CHALLENGES AND PROSPECTS

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ABSTRACT

The main aim of this study is to identify challenges facing tertiary education institutions in the country and suggest strategic ways for improving higher education institutions to the policymakers in the Chadian context. This study applied qualitative research design and collected the data from ten informants; and used Nvivo 10 software to analyze the data. Findings from the study revealed that poor planning, shortage of qualified staffs and lack of training and rehabilitation, poor infrastructure and facilities, Favoritism and inadequate budget was discovered as main source of the illness of higher education institutions in Chad. Equally found that the establishment of independent audit committee to monitor the management activities in higher education institutions to unlock the different challenges threatening educational institutions. Finally, this study recommended for provision of model infrastructure with physical and digital facilities, financial resources, and dynamic rules, establishment of the public, private partnerships, vocational training and rehabilitation centers, appointment of leadership position on universities and other higher education organization and vigorous political will need to be considered. Future research direction suggested for a quantitative research method from the participants and beneficiaries of management of higher education institutions agendas in the study area.

Keywords: Management, Higher Education Institutions, Qualitative Design, Chad.

INTRODUCTION

Higher education has vital role in providing graduates with new knowledge to take responsibility and positions of leadership in competitive world. However, generally the issue of managing educational sector in developing nations is difficult result of lack of transparency which is associated with unqualified human resources and inadequate budget allocated for promoting management skills in higher education institutions (HEI). Nevertheless, the phenomenon is still a threat to most developing nations. This is due to absence of national strategies to transform education system especially in the less developed countries. The effects of unfavorable education policies by the governments for providing good management on higher education institutions such as qualified staffs, sufficient financial assistances and good infrastructure to address the problem of low quality of graduate, innovation, research and development (R&D) from respective universities is a major concern in developing nations. Nowadays, the demand for education in our society is increased, also the knowledge is becoming a key successes in the labour market. However, the history of HEI in Chad began in early 70th there is only one university in the country that was established in 1971 under name of university of Chad and recently changed to university of N'djamena in 1994. Furthermore, in recent years the Chadian government has established several public higher education institutions in the country but there is no improvement saying that the management of higher education institutions in the country is adequate



and it has been described as poor and need truly serious attention. However, management work as the facilitator through organize framework to achieve higher education programme via incontestable practices of management skills. Furthermore, the questions that the paper intended to answer are what the major challenges higher education institutions are facing in the country and in which ways the policymaker can solve the problems, also the identification of problems fronting the higher education institutions and suggestion of some ways to improve higher education institutions in Chad Republic are objectives of this study.

Therefore, this paper employed qualitative approach to explore challenges that tertiary education institutions in Chad are facing and established recommendations for the policy maker. This paper is structured into introduction, literature review on the concept of higher education institutions management. Followed by research questions, study objectives, methodology, data collection and analysis, scope of study, informants' profiles, and result, discussion on result, conclusion, recommendations and references.

PROBLEM STATEMENT

The management of higher education organizations in development nations is extremely challenging. However, the problem of this study is the lack of physical and digital resources which associated with massive poor infrastructure, lack of funding and appointment of unqualified personnel in management positions and low payment of staffs have contributed to mismanagement in tertiary education institutions (TEI) in the country.

LITERATURE REVIEW

This section reviewed the literature that related to the phenomenon under study.

MANAGEMENT AND ACCOUNTABILITY

Higher education institutions definitely need well-designed academic programs and high quality faculty with well-prepared students, and sufficient financial and human resources a key mission to success. However, most of higher education institutions in developing nations suffer from shortages of such input. In addition, higher education institutions must be accountable to their sponsors, whether private or public (World Bank, 2000). Furthermore, the transparency in the management of higher education institutions in Chad in recent years whether in embezzlement of funds and manipulation of exam results has become a widespread phenomenon in Chadian universities, which led to the questioning of some of those who were implicated in the matter. However, management refers to the daily decisions that related to operating the institutions such as admission, registration, and promotion of the academic and other staff, appointments, remuneration and construction of facilities and maintenance, the arrangement of conducting classes and laboratory spaces etc. Moreover, Strong leadership and strategic planning are essentials of a well management of university (Etejere, Aburime, Aliyu & Jekayinfa, 2017). Though these structures also must have managerial flexibility to meet the new and increasing social demands (Goddard & Puukka, 2008).

IMPORTANCE OF HIGHER EDUCATION IN SOCIETY

Knowledge has become a key for economic growth and development, creating the promotion of a culture that supports its creation and distribution an important task. Policymakers must keep a number of considerations in mind (World Bank, 2000). Higher Education is a key element in society for creating a good society that is able to secure the best civil servants and political leaders, lawyers, teachers,



doctors, engineers, business and civic leaders. These individuals are regularly selected from highly educated peoples, and an economy is unlikely to develop when they are selected from the richest, rather than the most talented. However, investment in higher education is generally not balance. The highly educated and skilled peoples are necessary to the social and economic development in contemporary society, giving benefits to the society as well as to the whole nations. In addition, higher education became powerful tool for rising mobility in several nations, allowing the talented to increase regardless of their social backgrounds. The increasing access to the higher education is an ongoing process that required more effort (World Bank, 2000). Also, tertiary education increases incomes and productivity of countries and individuals being richer together. According to (Varghese, 2013) all studies have indicated that the knowledge is the most vital engine of development and driving force of economic growth in society, for example, higher education contributes to improved individual incomes through a number of different channels as follow:

- ❖ People with higher educational qualification have better access to jobs opportunities with better payment, an enhancing average of overall income educated people.
- ❖ High-skilled workers enjoy higher wages than low-skilled workers in the labour market.
- ❖ The commitment in to tertiary education decreases the probabilities of being unemployed in the society.

According to (Chatterton & Goddard 2000) that the higher education institutions have always contributed to the social and cultural development of the places in which they are located. However, the emerging regional development agenda can be argued to require regional engagements to be formally recognized as a third role for universities and colleges not only sitting alongside but fully integrated with normal teaching and research skills.

UNIVERSITY AUTONOMY

University autonomy is very significant and needs to be accompanied by competition to deliver best outcomes. However, government policy has vital role on management of higher education institutions in any nation because favoritism and political affiliation contribute negatively to the academic freedom in universities activities. These problems arise most commonly in politicized academic settings, where power rather than merit weighs most heavily in the making of important decisions (World Bank, 2000). There is a strong international development to increase the self-rule of public universities by making them self-governing and independent. This developed from the need to make universities more open to economic and social environments also more able to adapt new technologies and innovation. Though, the freedom and academic autonomy are very critical elements of universities performance. In order to succeed the academic staff must be involved in the decision-making of the university activities in all manner, because having a greater degree of professional power and a stronger guarantee of academic autonomy to the institutions (Etejere, Aburime, Aliyu & Jekayinfa, 2017).

FINANCIAL RESOURCES

Improving the quality of faculty is made more difficult in many developing countries. For example, the payment is generally very low in relation to that offered by professional works. Pay increases are governed by bureaucratic personnel systems that reward long service rather than success in teaching or research. Labor market, which attempt to reward good performance, are seldom used to determine pay in the higher education sector. However, corruption is also another common issue, which is affecting students and higher education personals in the country, in addition, most of public universities financially are dependent on governments for their financial resources. Finally, the approval of budget



by government through Minister of Higher Education, Scientific Research and Innovation and Minister of Finance, budget have affected the entire system of higher education in Chad due to the lack of understanding of the situation on ground. In addition, systems of higher education of any nation need to have adequately stable administrative structure, sufficient fund to support and sustain high quality academic agendas. In the past three decades, tertiary education institutions in Africa particularly in Chad have been characterized by high tensions between government on one side, students and academic staff on one side due to inadequate payment which often leads to strikes (Mushemeza, 2016).

FACILITIES IN HIGHER EDUCATION INSTITUTIONS

The issue of facilities in higher education institution in the country is very serious problem because Universities are facing difficulties in term of good infrastructure, which include libraries and establishment of research center. Also, the issue of disappearance of research plan from the universities has affected seriously on generating new knowledge. Similarly, among the services that contribute to the process of developing of higher education institutions in the field of scientific research are energy and internet, which are two basic elements, but in the Chadian universities they are almost non-exist and one of the most difficult things that professors and students can obtain together has become problem for all. In addition to the services that were point out above, there are other services that are also very important, but there is no interest on the part of the administration, which is the university environment represented lack of potable water, bathrooms, gardens, parks, which led to low academic achievement in Chadian universities. According to (Aithal, P.S & Aithal, S, 2019) the essential facilities that are required for university to emerge itself as a world-class university are physical, digital facilities, partnership with international agencies, local, national, regional, innovative academic.

METHODOLOGY

This study employed qualitative research design with non-probability sampling strategy through semi- structured interviews. Data were collected between the 20th of February to 25th of April, 2023 from ten (10) informants, who were selected from two public universities in Chad namely University of N'Djamena and King Faycal University in Chad, mainly from academic and administrative staffs. Also, documents, conferences papers and working papers on tertiary education in developing nations. Thematic data analysis was applied in the study using Nvivo 10 software for the analysis.

THE SCOPE OF STUDY

This study covered two public higher education institutions (University of N'Djamena and King Faycal University in Chad) in the country.

Informants Profile

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Informants Profile

Administrative Staff

Administrative Staff

Administrative Staff

Administrative Staff

Administrative Staff

Academic Staff

Academic Staff

Academic Staff

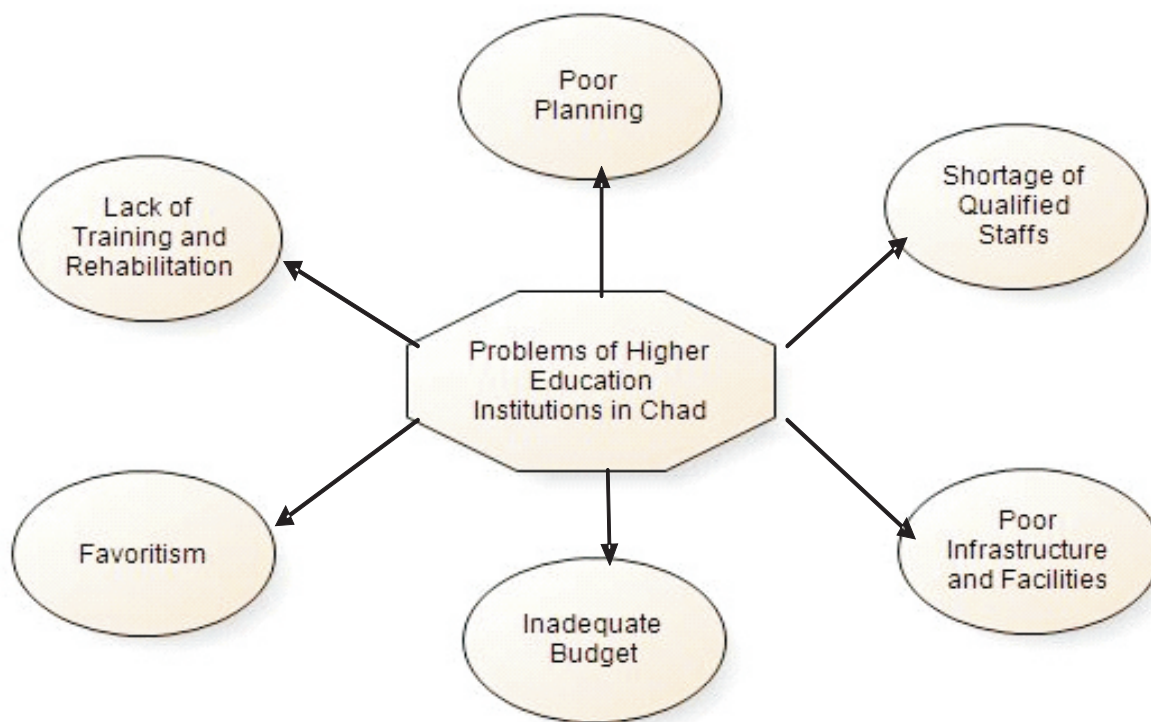
Academic Staff

Academic Staff

Source: developed from the study.

RESULTS

Based on the interviews with the informants, the problems facing the higher education institutions in Chad can be categorized into six important aspects namely poor planning, shortage of qualified staffs and lack of training and rehabilitation, poor infrastructure and facilities, Favoritism and inadequate budget. Hence, the figure bellow shows all challenges that effects the management of tertiary education institutions in Chad Republic which answered the objectives of the study. --



Source: Output of NVivo 10 Generated from Interviews, 2023.

POOR PLANNING

The issue of planning for provisions of higher education programs in the country in terms of qualified human recourses, financial, follow-up and evaluation mechanisms adopted by the government to strengthen the management are inadequate. Thus, informants stated that there are various problems that have contributed to the outcome of perspective institutions.

There are several problems facing higher education institutions in Chad, poor planning for higher education programs, whether in terms of qualified academic staffs, and administrative staffs. The lack of vision and clear aims. Lack of follow-up and evaluation mechanisms from the authorities, with the absence of clear policies and lack of training and rehabilitation programs, poor infrastructure and insufficient facilities (informant 1).

In collaboration to the above issue, informants 2, 3, 5, 7, 9 revealed similar understanding on the problem of lack of planning by the authorities to strengthen problems facing the higher education institutions. Correspondingly, some informants demonstrated that; the interest on education from society in general and absence of taking care of scientists and researchers from the state, in addition to relaying on technology and modern educational means, such as internet, in academic activities like research and development (R&D) and innovation (4, 8 & 10).



The excerpt below show the view expressed by informant 6 regarding to the matter of planning and attested that; the absence of a professional and moral conscience among professors also one of most key contributor to the management problems that facing higher education institutions in Chad Republic (informant 6). Literature indicted that higher education in Africa obviously lacks any specific direction due to the several challenges that are confronting the system such as funding, and bad leadership. However, the general agenda for higher education is to attend as the focal point for producing the knowledge, generally tertiary education institutions are intended to teach, research and produce different aspects of knowledge but higher education organizations in Africa, has to a huge extent not been able to achieve this critical agenda as result of mix-up planning agenda (Afolabi & Idowu, 2020).

SHORTAGE OF QUALIFIED STAFF

The Shortage of qualified staffs employed by government through Ministry of Higher Education, Scientific Research and Innovation to manage the universities has affected the entire management system. Deduced from the justification of interviewees the major challenges facing in Chad tertiary education institutions is poor staffing. The informants 2, 3, 5, 6, 8 and 10 attested that; there are numerous difficulties for higher education institutions management in Chad, for example shortages of qualified academic and administrative staffs, the lack of trained workforces that have ability to contribute more interim of outcome. Literature revealed that universities in all over the world agree that their core function is focused in four areas; teaching, research, publishing and outreach. This can be done when higher education institutions employee, and train academic staffs, which contribute real in terms of designing relevant academic programmes, teaching, students supervision, research and examination. Likewise, the highly skilled academic staffs with experiences are involved in consultancy projects which provide money to the university because they use their research skills to solve problems as requested by partners like NGOs, Governments, companies, Banks and international organizations like UN, generally the skilled academic staffs useful to the wider society in term of services offered (Mushemeza, 2016).

LACK OF TRAINING AND REHABILITATION

One of the main difficulties higher education institutions had is the issue of training and rehabilitation programs for staffs whether academic or administrative personnel which effect negatively to the performance on universities activities. However, the view below are the one of informant view on the phenomena of training and rehabilitation in field of higher education in Chad Republic; The lack of trained workforces that have the ability to contribute more interim of outcome, the weakness of the curriculum and its development, as well as the lack of training and qualification for human resources in higher education institutions (informant 1). Another informant share same view with the above informant concerning rehabilitation and training, demonstrated, that the problem of lack of training and rehabilitation lead to absence of bodies responsible for following up and evaluating the activities of tertiary education in the country (informant 6). In addition, training and rehabilitation are the most powerful tool for higher education to attain their objectives but that need to be done through mentoring the newly recruited staffs and attached with senior staffs especially professors in order to provide necessary training (Afolabi & Idowu, 2020).

POOR INFRASTRUCTURE AND FACILITIES

The poor infrastructure and facilities in Chadian higher education institutions is unacceptable and poses a challenges to be improved in sort term due to unwillingness from the actors who are responsible



for it. However, the issue of unsuitable university environment especially classrooms, office spaces, and insufficient services such as internet, libraries, entertainments centers such as restaurants, sport facilities and transport are extremely poor. Though, the views stated below show informants view regarding to the matter of poor infrastructure and facilities in Chadian higher education institutions; “The environment is not prepared in terms of infrastructure or equipment and services offered by universities like internet, spaces to rest or practice sports activities at campus and transport system” (informant 2). Likewise, the poor infrastructure, for example, classrooms in the universities are not well prepared, and capacity is insufficient to accommodate students, and also not prepared in terms of adaptation for educational means that help in research and innovation (informant 4, 5&6). Literature attested that there is several types of facilities whether physical facilities like parking facilities, laboratories, students feeding area, studios, classrooms, meeting rooms, sport facility, cafeteria, theatres, games, , auditorium, printing center, hostels, shops, digital resource center, research center or digital facilities such as academic programmes, admissions, student activities, innovative academic infrastructure which connect with the industry, the alumni and with other higher education and research institutions creates synergy for collective development. Also, the collaboration and partnership with national, regional and international agencies can be used to support other infrastructures like innovative academic and intellectual property infrastructure are considered essential components ,that can contribute positively in higher education institutions output (Aithal, P.S & Aithal, S, 2019).

FAVORITISM

The phenomena of appointment of people in position of leaderships through favoritism whether base on ethnicity or political affiliation not based on competence to the management position in tertiary education institutions particularly universities became common recently in Chad. One of the informant attested the following view about favoritism and ethnicity;

The favoritism, in appointment of individuals or groups based on party affiliations, not based on competence have negatively effects in handling management issues in higher educational institutions in the country (informant 2).Sharing, similar view with above informant, saying that it is something very frustrating to see not to put the right person in the right place. Therefore, you find that most of the appointments in higher education institutions come from politicians or ethnic backgrounds who have no knowledge of the management of higher education institutions (informant 6). Literature revealed that recruitment, appointment and promotion of academic staffs has to be for highly trained and experienced academic staffs and are essential to building a resilient and well-functioning university. Which means recruitment, appointments and promotion of potential candidates and standing ones must be done professionally not based on affiliations. In addition, African universities thus should avoid frustration and tardiness of appointment and promotion process and foster transparency, by ensuring that they are devolved to faculties, and attached in to representative committee system at all stage (Tetty, 2006).

INADEQUATE BUDGET

The views below are demonstrated by informants regarding to the issue of insufficient financial resources allocated for higher education purpose in order to attain it aims. Some informants argued that; Lack of sufficient budgets lead academic staffs to involve into other social matters more than academic curriculum activities, and it had a clear impact on the functioning of higher education institutions (informant 1). Likewise, dearth of capabilities, especially financial resources that enable organizations



to perform their tasks in the required manner (informant 2). Correspondingly, (informant 3, 4&5) said that the financial problems facing tertiary education institutions in each academic year, and lack of a budget allocated for scientific research from state has contributed negatively to the universities outcome whether graduates or research and development (R&D) result. Literature demonstrated that Universities in African face numerous challenges, the first is funding difficulties of tertiary education institutions. There is an argument on whether government should meet the bulk of financing higher education in Africa. According to (Mamdani (2007) there is view of encouraging public-private partnerships (PPP) in financing tertiary education programmes. The issue of funding and particularly the welfare of staff at various universities in Africa have been at the center of a series of strikes since 1990s due to insufficient payment in term of remunerations has resulted into several unsuccessful consequences mainly, morally and self-esteem, research and innovations productivity, increase resignation among academic staffs to join better paying institutions, limited time allocation to research and publication activities, Inability to pay bills whether food, health care school fees for children and household utility regularly (Mushemeza, 2016).

DISCUSSION

In respect of the first research question, the findings revealed that there is several challenges facing tertiary education institutions in Chad Republic which contributed negatively to universities output. These include poor planning, shortage of qualified staffs and lack of training and rehabilitation, poor infrastructure and facilities, favoritism and insufficient financial support. For instance, the matter of not well planning for higher education programs led to impairment the educational outcome particularly the university alumna in labor market and make education worthless and high certificates which become the goal for many professors and researchers without knowledge. Also education became means to earn money and not as a means for the development of society in the country, the absence of public and private partnerships (PPP) is another factor in training and retraining staffs and students. Likewise, the environment which is represented by poor infrastructure and facilities like research centers, internet and scientific laboratories to encourage peoples to involve in research and development (R&D) and innovation events it has affected also negatively the higher education institutions in Chad because the environment is unprepared and unhelpful. The issue of shortage of qualified human resources and lack of opportunities for training and rehabilitation of faculty members in Chadian universities to take over the management of tertiary education institutions in Chad to follow-up and evaluation mechanisms contributed negatively into management and output of higher education as well due to lack of vision and absence of clear aims from the administrative staffs. Correspondingly, the phenomena of the appointment of individuals or groups based on party affiliations, not based on competence even tribal affiliation became the major contributor to the mismanagement of tertiary education institutions as attested by interviewees. The problem of insufficient financial resources allocated to the higher education in order to achieve it aims whether well trained workforce, economic growth, research and development and innovation is one of the main challenges confronted respective institutions as revealed by informants which affect directly in several area and driven academic staffs to involve into other social matters other than academic curriculum activities, and it had a clear impact on the functioning of higher education institutions and enable to perform their tasks in required manner and make faculty members look for other jobs in order to improve their economic conditions as a result of their salaries not meeting their social needs. Also, increasing demands of strikes by staffs and even students for improving life condition in their campus in each academic year.



Answering to the second research question, findings showed that different ways may be used to improve the study area. The results shown that there are several ways that can help into development of higher education institutions in Chad are; reviewing all laws and systems that regulating the functioning of higher education institutions, providing modern infrastructure to compete globally with qualified human capitals, establish plans and programs with follow-up and evaluation mechanisms for all projects related to higher education in the country. Also, the proper planning of programs and activities related to higher education; employing qualified workforce in the management of higher education institutions instead of being appointed on the basis of party or political affiliations even ethnic affiliation; providing the necessary financial resources for the operation of higher education institutions. Similarly, giving utmost importance to scientists and researchers, improving the wages of faculty members and researchers and providing the necessary facilities for higher education and spreading the culture of education in to Chadian community. The findings revealed that the appointment of university presidents and colleges deans must be appointed on the basis of competence and experience, not on the basis of political affiliations; train faculty members; necessity of coordination between higher education institutions and other bodies in order to train staffs and establishing model higher education institutions.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, the following recommendations have been advanced as ways to enhance management of higher education institutions in Chad. This study recommended that education should be integrated into society, obligatory of establishing vocational training and rehabilitation centers, for academic and administrative staffs, and policymaker should provide adequate financial resources and qualified human resources at all levels for development of tertiary education in the country. There is also a need for establishment of the public, private partnerships (PPP) framework with local, regional and international partners to support higher education programs. Other proposals include the appointment of leadership position on universities and other higher education organization should be on the basis of competence not on the basis of affiliations whether political, religion and ethnicity. Furthermore, the informants proposed that policymaker should provide model infrastructure and provide physical and digital facilities that can contribute positively in higher education institutions output in the country. The study recommended that for tertiary education to be more effective, appropriate training and development programs should be organized for managers in the universities this would enable them to obtain the necessary management skills to carry out their task highly professionally. State should strengthen Ministry of Higher Education, Scientific Research and Innovation through providing sufficient resources whether human, financial and with latest generation facilities like laboratories research centers and good infrastructure to encourage staffs to achieve higher education it aims as required. Also, state should take responsibility for development of higher education organizations task and establish the strategic directions of the institutions, and task need to be reviewed base on people demand regularly from time to time. Finally, the tertiary education institutions should form audit committee and should be independent in monitoring the management activities. This study was limited to two public university in the country, and applied qualitative research design. Future study should apply a quantitative research design to examine the relationship between management and higher education institutions performance in Chad.



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