RETHINKING LEGAL TRAINING IN NIGERIA.

A PAPER AT THE RETREAT FOR ACADEMIC STAFF, FACULTY OF LAW, FEDERAL UNIVERSITY OF OYE-EKITI HELD AT MUCENTY HOTELS OMU-ARAN KWARA STATE BETWEEN 9TH 12TH DAY OF JULY, 2024 PRESENTED BY PROF. YUSUF ALI, SAN, FCIARB.

1.0. INTRODUCTION

Muhammed bin Rashid Al-Maktoum, Vice President of UAE and the Ruler of Dubai have this to say in his book titled: **My Vision: Challenges In The Race For Excellence:**

"I am convinced that teaching our children in the same way we did yesterday is in itself perpetuating a new kind of illiteracy that no longer has a place in any society that wishes to join the global race"

Legal training in Nigeria has long been grounded in traditional methodologies, often focusing heavily on theoretical knowledge with insufficient emphasis on practical skills and ethical standards.

The legal profession in Nigeria is at a critical epoch. As the Nation faces evolving legal challenges, there is an urgent need to rethink and revamp the legal training provided for future lawyers.

Legal training in Nigeria stands at a pivotal crossroads, requiring urgent reassessment and revitalization to meet contemporary demands and uphold the integrity of the legal profession. The legal landscape has evolved significantly over the past few decades, driven by globalization, technological advancements, and complex socio-political dynamics. Yet, the structure and content of legal education in Nigeria remain largely unchanged, rooted in traditional methodologies that often emphasize theoretical knowledge over practical application and ethical considerations.

This stagnation poses significant challenges. The current legal training system often produces graduates who are well-versed in memorizing statutes and precedents but lack critical thinking skills, practical experience, and ethical grounding essential for effective legal practice. As a result, there is a growing disconnect between the skills imparted during legal education and the competencies required in the modern legal marketplace.

Furthermore, the role of law lecturers extends beyond mere transmission of knowledge; they are pivotal in shaping the ethical framework and professional demeanor of future lawyers. The importance of this role cannot be overstated, as lecturers are not only educators but also role models whose behavior and attitudes profoundly influence their students. Despite this, there is insufficient emphasis on the need for lecturers themselves to adhere to and exemplify the highest standards of professional ethics in their teaching practices and moral behavior.

There is therefore an urgent need for the integration of professional ethics into every facet of legal education, ensuring that law lecturers embody and impart ethical principles consistently. By rethinking the structure, content, and delivery of legal training, we aim to cultivate a new generation of Nigerian lawyers who are not only knowledgeable and skilled but also deeply committed to ethical practice and the pursuit of justice.

2.0. CURRENT STATE OF LEGAL TRAINING IN NIGERIA

To understand the need for reform in legal training in Nigeria, it is crucial to first examine its current state. Legal education in Nigeria has traditionally followed a conventional and somewhat rigid model, which has several notable characteristics and shortcomings.

Traditional Training

Traditional tutoring in Nigerian legal education has been the bedrock of the training system for decades. While it has provided a foundation for legal knowledge, it also presents several limitations that hinder the development of well-rounded, practical, and ethically conscious legal professionals.

2.1. Key Aspects of Traditional Training

1. **Lecture-Based Learning:** The primary mode of instruction in Nigerian institutions is through lectures. Lecturers deliver content to large groups of students, often in a one-way communication style while students are expected to take notes and memorize the information for exams.

2. **Emphasis on Routine Memorization**: Routine memorization is heavily emphasized, focusing learning statutes, case laws, and legal principles verbatim. Preparing for exams that test the ability to recall information rather than apply it.

3. **Theoretical Focus**: The curriculum is predominantly theoretical, with extensive coverage of doctrinal law without sufficient practical application. Limited opportunities for students to engage in problem-solving or experimental learning activities.

4. **Minimal Student Interaction:** Traditional training often lacks interactive elements, such as class discussions, debates, or Socratic questioning, which encourage critical thinking. Group projects or collaborative learning exercises that build teamwork and practical skills.

5. **Encourages Timidity:** The traditional method of teaching law encourages mental, intellectual and social timidity. Lecturers see themselves as Solomonic, they know everything and cannot be wrong nor questioned.

6. **Promotes Docility**: Students are made to think that it is a serious offence to question or challenge the Lecturers even on matters of common knowledge.

7. **Laziness is encouraged:** Lecturers not only give notes but prepare and sell handouts. Failure or refusal to purchase the parroted handouts leads to failure in the relevant course. Many students rely solely on the purchase of these handouts as the elixir from failure.

8. **Weak ethical value:** The lack of good emphasis both in teaching and conduct by Lecturers leaves a big ethical void for the students. The resulted effect is that when they join the practice of law, the ethical content of their practice is near zero.

2.2. Limitations of Traditional Pedagogy

1. **Passive Learning Environment**: Students are passive recipients of information, which can lead to disengagement and lack of motivation due to their limited engagement. Student focus on memorization rather than deep understanding of legal concepts and their applications.

2. **Inadequate Practical Skills:** Lack of Hands-On Experience, little to no advocacy, negotiation, or client counseling making them unprepared for Real-World Practice. These result in Graduates struggling to transition from academic study to professional practice due to the gap between theoretical knowledge and practical skills.

3. **Insufficient Critical Thinking Development:** Students are rarely challenged to critically analyze legal issues, interpret laws, or consider multiple perspectives, this result in problem

solving deficit Lacks of emphasis on problem-solving exercises means students are not well-equipped to tackle complex legal problems creatively and effectively.

4. **Limited Ethical Training:** Ethical considerations and professional responsibility are often sidelined or neglected despite their crucial importance in legal practice. Also Law lecturers may not actively model ethical behavior, which is essential for inculcating these values in students.

5. **Reduced Student Autonomy**: Dependent learning because the lecture-based model fosters dependency on lecturers for information, limiting students' ability to become autonomous learners. Leading to students lacking the initiative to explore legal issues independently or engage in self-directed learning activities.

6. **Lack of Competitiveness:** Students don't feel challenged in the real sense of the world after school. The only thing they see as challenge is to pass examinations without any real thought about life after school and the world at large both professionally and faculty.

7. **Unpreparedness for the challenges of globalization:** Globalization is real in all facet of human endeavors more so in the legal space. The way knowledge of law is impacted leaves the students almost totally unprepared for the effect of globalization on the legal service market.

2.3. IMPLICATIONS FOR LEGAL TRAINING

The reliance on traditional pedagogy in Nigerian legal education has several implications:

1. **Skill Mismatch:** Graduates may possess theoretical knowledge but lack the practical skills required by employers and clients in the legal market.
2. **Professional Readiness:** The transition from academic settings to professional environments can be challenging, leading to a need for extensive on-the-job training.
3. **Ethical Preparedness:** Without a strong emphasis on ethics, graduates may be ill-prepared to navigate the complex moral landscape of legal practice, potentially undermining public trust in the legal profession.

Traditional pedagogy in Nigerian legal education, while foundational, is insufficient to meet the needs of modern legal practice.

3.0. CURRICULUM ISSUES IN NIGERIAN LEGAL EDUCATION

The curriculum or if you like curricula in Nigerian legal education presents several significant challenges that hinder the development of competent and well-rounded legal professionals. Addressing these curriculum issues is essential for producing lawyers who are capable of meeting the demands of contemporary legal practice.

1. **Outdated Syllabi**: Many law Institutions/Faculties in Nigeria continue to follow curricula that have not been significantly updated in years. Thisresult in teaching content that may no longer be relevant to modern legal challenges and practices.

Neglecting emerging areas of law that are critical in today's globalized and technologically advanced world.

2. **Global Trends Ignored:** The lack of updates means Nigerian law students are often not exposed to recent developments and international trends in law, such as, digital law, Artificial Intelligence and law, capital market, cyber law and data protection, environmental law and sustainable development, International human rights law and global trade regulations e.t.c

3. **Resistance to Change:** Institutional inactivity and bureaucratic or administrative hurdles often impede curriculum reform, making it difficult to introduce necessary changes and innovations. The attitude of lecturers is a contributory factor to this malaise.

4. **Lack of Interdisciplinary Integration:** The current curriculum typically focuses narrowly on traditional legal subjects, without integrating relevant interdisciplinary fields. This results in limited exposure to subjects like economics, political science, sociology, and technology, which are increasingly important in legal practice.

Opportunities to develop skills and knowledge in areas such as business, finance, and international relations are often missed, which can be a form of disadvantage for law graduates in a competitive global market. Without interdisciplinary learning, students are not adequately prepared for the multifaceted nature of legal work in the 21st century, where understanding the interplay between law and other fields is crucial.

5. **Insufficient Emphasis on Ethics: Ethical training is often**

marginalized within the curriculum, leading to insufficient grounding in professional responsibility and ethical conduct.

Even when ethics are included, they are often taught in a theoretical manner without practical application, which fails to prepare students for real-world ethical dilemmas. Most importantly, role modeling and ethical culture is absent, thus, lack of strong ethical focus in the curriculum means there is less opportunity to instill a culture of ethical behavior, both through classroom instruction and role modeling by lecturers.

6. Theoretical Focus over Practical Skills: The current curriculum

heavily emphasizes theoretical knowledge, which leads to gap between academic learning and practical application of the law. There are insufficient opportunities for students to engage in practical legal work, such as internships, moot courts, and clinical legal education programs.

The focus on theory over practice results in graduates who may be ill-prepared for immediate entry into the legal profession, requiring significant on-the-job training to become fully effective.

3.1. Implications for Legal Training

The issues outlined above have profound implications for the quality and effectiveness of legal training in Nigeria:

- **Skill Gaps:** Graduates may lack the practical skills and interdisciplinary knowledge needed to excel in modern legal practice.
- **Professional Preparedness:** The marginalization of ethics and practical training undermines the readiness of graduates to face real-world legal challenges and uphold professional standards.
- **Global Competitiveness:** Without exposure to global trends and interdisciplinary learning, Nigerian law graduates may find themselves at a disadvantage in the international legal market.

Addressing the curriculum issues in Nigerian legal education is crucial for producing competent, ethical, and well-rounded lawyers. This requires a comprehensive overhaul of the current curricula to ensure they are up-to-date, interdisciplinary, and balanced between theory and practice. By integrating ethics more robustly and providing ample opportunities for practical training, law schools can better prepare their students for the complexities and demands of modern legal practice

4.0. RESOURCE CONSTRAINTS

Resource constraints significantly impact the quality and effectiveness of legal training in Nigeria. These constraints manifest in various forms such as:

1. **Funding Issues:** Many law Institutions/faculty in Nigeria rely heavily on government funding, which is often inadequate to meet their needs. This leads to limited budgets for hiring qualified faculty, purchasing new resources, maintaining facilities, difficulty in implementing modern teaching tools and technologies that enhance learning.

Lack of funding also affects the ability to conduct legal research and development activities, which are essential for advancing legal knowledge and practice.

2. **Access to Up-to-Date Materials:** Many law school libraries are stocked with outdated books and materials, which hinder students' ability to learn about current legal practices and developments, resulting in reliance on obsolete information that may not be applicable to current legal contexts, difficulty in accessing recent case law, statutes, and legal commentaries, also limited access to digital legal databases, journals, and other online resources is often due to financial constraints.

This makes it difficult for students and lecturers to have access to comprehensive and current legal information thus, research capabilities are severely hindered, affecting the quality of scholarly work.

3. **Poor Infrastructure / Inadequate Facilities:** Many law schools suffer from poor infrastructure, including:

- Dilapidated buildings that are not conducive to learning.
- Insufficient classroom space, leading to overcrowded and uncomfortable learning environments.

4. **Technological Deficiencies:** Modern legal education requires technology-enhanced learning environments, which are often lacking in Nigerian Universities offering law. This includes:

- Absence of smart classrooms equipped with audiovisual aids and interactive technologies.
- Limited access to computers and the internet for research and study purposes.

5. **Poor Maintenance:** Even existing facilities are often poorly maintained due to budget constraints, leading to:

- Deteriorating physical environment that can negatively impact student morale and learning outcomes.
- Health and safety concerns for students and staff.

4.1. Impact on Teaching and Learning

1. **Quality of Instruction:** Resource constraints directly affect the quality of instruction, as lecturers may not have the necessary tools and materials to effectively teach contemporary legal topics. This results in:

- Lecturers being unable to stay current with legal trends and incorporate new developments into their teaching.
- Students receiving a subpar education that does not prepare them adequately practice.

2. **Student Experience:** The overall student experience is diminished by resource constraints, leading to:

- Lower levels of student engagement and satisfaction.
- Higher dropout rates and reduced academic performance.

3.**Professional Readiness:** Graduates from under-resourced law schools may find themselves at a disadvantage in the job market, lacking the skills and knowledge necessary to compete with peers from better-funded institutions.

Resource constraints in Nigerian legal education present a significant barrier to achieving high-quality legal training.

5.0. PROFESSIONAL DEVELOPMENT FOR LECTURERS

The professional development of law lecturers is a critical component of enhancing the quality of legal education in Nigeria. Lecturers must not only be well-versed in their subject matter but also skilled in training, ethics, and the practical aspects of the law.

5.1. Challenges in Professional Development

1. **Continuous Professional Development**

There are structured programs for continuous professional development (CPD) tailored specifically for law lecturers. Many lecturers lack access to resources, opportunities or lack the passion for further education and professional growth.

2. **Inadequate Emphasis on Pedagogical Skills**

The current emphasis is predominantly on subject matter expertisei.e legal knowledge with insufficient focus on teaching methodologies and pedagogical skills.

3. **Lack of Training in Modern Teaching Methods:**

Lecturers are often not trained in contemporary teaching techniques that promote active learning and student engagement.

4. **Research and Scholarly Activities**

There is lack of support for lecturers to engage in research and scholarly activities, which are crucial for staying current with legal developments.

5. **Technological Proficiency / Digital Literacy**: Many lecturers are not proficient in using modern technologies for teaching the research. There is a gap inodern integration of technology into the classroom, which can enhance learning experiences.

6. Divide Attention: Lecturers have the back of the law to engage in private practice. The reason for this was the believe that practical Divided Attention. Lecturers have the backing of the law to engage in knowledge gained by lecturers will impact on their delivery to their students Sadly many lecturers leave their primary assignment of teaching and research to focus on almost exclusively on practice. One of the drawback of this problem is that most often than not attendance to lectures suffer and the students are usually taken "crash programs" of teaching few weeks or few days to their examination.

5.2. Importance of Professional Development

1. Enhancing Teaching Quality

Well-trained lecturers can employ diverse and effective teaching methods, making legal education more engaging and impactful. Proper professional development ensures that lecturers can deliver the curriculum effectively, catering to various learning styles.

2. **Staying Current with Legal Trends (Updated Knowledge):**

Continuous professional development helps lecturers stay abreast of the latest legal developments, trends, and best practices. Lecturers who are current with legal trends can better integrate contemporary issues into their teaching, making the curriculum more relevant.

3. **Promoting Ethical Standards (Role Models):**

Lecturers who are well-versed in professional ethics can serve as role models for their students, instilling the importance of ethical behavior in legal practice. Training in ethics enables lecturers to incorporate ethical decision-making into their teaching, preparing students for real-world ethical dilemmas.

4. **Research and Scholarship / Advance Legal Knowledge:**

Engaging in research and scholarship contributes Research and Scholarship / Advancing Legal Knowledge to the advancement of legal knowledge and the academic reputation of the institution. Research-active lecturers bring fresh insights and contemporary perspectives to their teaching, enriching the learning experience.

5.3. Strategies for Enhancing Professional Development

1. Structured Continuous Professional Development (CPD) Programs

Regular Workshops and Seminars: Organize regular workshops, seminars, retreats and conferences focused on both legal developments and pedagogical skills.

Collaborative Training Programs: Partner with international institutions to offer collaborative training programs and exchange opportunities.

2. Incorporating Pedagogical Training

- **Teaching Methodology Courses**: Offer courses on modern teaching methodologies, including active learning, flipped classrooms, and experiential learning.

- **Peer Teaching Evaluations**: Implement peer teaching evaluations to provide constructive feedback and promote the adoption of best practices.
- **Student evaluation of lecturers**: Students should be able to provide credibly feedbacks on their lecturers teaching performance. This feedback reflects the students' learning experience and perceptions of the lecturers effectiveness.

3. Supporting Research and Scholarship

- **Research Grants and Funding:** Provide grants and funding opportunities for lecturers to engage in research projects.
- **Publication Support**: Offer support for publication in reputable journals, including writing workshops and peer review groups.

4. Promoting Technological Proficiency

- **Digital Literacy Training**: Conduct training sessions on digital literacy and the use of technology in legal education.
- **Integrating E-Learning Tools:** Encourage the use of e-learning tools and platforms to enhance classroom instruction and student engagement.

5. Fostering a Culture of Lifelong Learning

- **Encouraging Continuous Learning:** Cultivate a culture that values and encourages continuous learning and professional development among lecturers.
- **Recognition and Rewards:** Implement recognition and reward systems for lecturers who actively engage in professional development activities.

  The professional development of law lecturers is essential for improving the quality of legal education in Nigeria.

6.0. OBSERVING PROFESSIONAL ETHICS IN TEACHING

Law lecturers play a crucial role in shaping the ethical standards of their students. By adhering to professional ethics, they set a standard for students to follow, ensuring the development of ethically responsible lawyers.

In legal education, the integration of ethics is not merely an academic requirement but a fundamental aspect that shapes the character and conduct of future legal practitioners. Emphasizing ethics in legal training ensures that graduates are not only knowledgeable in the law but also committed to the ethical principles that are essential for the practice of law.

5.1. Why Ethics is Crucial in Legal Education

1. **Foundation of Trust and Integrity**

Public Trust: The legal profession relies heavily on public trust. Lawyers are expected to act with integrity, honesty, and fairness. Ethical training helps instill these values, ensuring that future lawyers understand the importance of maintaining public confidence in the legal system.

Professional and personal Integrity: Ethical conduct is critical maintaining the integrity of the legal profession, Lawyers must navigate complex moral and ethical dilemmas, and a strong ethical foundation prepares law students to make decisions that uphold high professional and personal standards.

2. Guidance in Decision-Making

- **Ethical Framework:** Lawyers often face situations where the legal answer may not be clear-cut. It is not too early to teach students about ethical framework which will help them navigate these gray areas, providing guidance on how to act responsibly and justly.
- **Moral Compass**: Ethics education instills a moral compass that aids lawyers in balancing their duties to clients, the court and the society. This ensures their decisions reflect not only legal correctness but also moral soundness.

3. Prevention of Misconduct

- **Avoiding Malpractice:** Ethical training helps prevent professional misconduct and malpractice by educating upcoming lawyers about their duties and the consequences of unethical behavior. This reduces the likelihood of legal violations and professional infractions.
- **Promoting Accountability:** Understanding ethical principles promotes accountability, encouraging students to uphold the highest standards of conduct in their practice.

4. Contribution to Social Justice

Role in Society: Lawyers play a pivotal role in advocating for social justice and the rule of law. Ethical training reinforces their commitment to these principles, encouraging them to use their skills to promote fairness and equality in society.

Public Service: Many lawyers engage in public service and pro bono work. Ethical training underscores the importance of contributing to the community and serving the public good.

6.2. Integrating Ethics into Legal Education

1. Curriculum Design

Dedicated Ethics Courses: Incorporate dedicated courses on legal ethics and professional responsibility into the core curriculum. These courses should cover topics such as client confidentiality, conflicts of interest, and the lawyer's role in the justice system.

2. Practical Training

- Clinical Programs: Establish legal clinics where students can gain hands-on experience while being guided by ethical principles. These programs should emphasize the practical application of ethical rules in real-world scenarios.
- Moot Courts and Simulations: Use moot court competitions and simulated legal exercises to present students with ethical dilemmas. This helps them practice resolving ethical issues in a controlled, educational environment.

3. Role Modeling and Mentorship

- Faculty Conduct: Law lecturers should exemplify ethical behavior in their professional conduct. They serve as role models, demonstrating the importance of ethics in both teaching and practice.
- Mentorship Programs: Implement mentorship programs where students can learn from experienced practitioners who prioritize ethical conduct in their careers.

4. Assessment and Feedback

- Ethics Assessments: Include ethics as a component in assessments and examinations. This ensures that students are evaluated not only on their legal knowledge but also on their understanding of ethical principles.
- Reflective Practice: Encourage students to engage in reflective practice, considering how ethical principles apply to their studies and future careers. Feedback from lecturers should reinforce the importance of ethics.

The importance of ethics in legal education cannot be overstated. It committed to upholding the highest standards of professional ensures that future lawyers are not only proficient in the law but also conduct.

7.0. RECOMMENDATIONS AIMED AT TRANSFORMING LEGAL TRAINING IN NIGERIA

To effectively address the current challenges in Nigerian legal education and enhance the quality of legal training, a multifaceted approach is necessary.

1. Update and Modernize the Curriculum

- Regular Curriculum Reviews: Establish a system for regular reviews and updates of the curriculum to ensure it remains current with global legal trends and practices.
- Inclusion of Emerging Areas of Law: Introduce courses in digital law. cyber fields to equip students with knowledge relevant to the 21st century.

2. Interdisciplinary Integration

- Broaden the Curriculum: Incorporate interdisciplinary subjects such as economics, political science, sociology, and technology into the legal curriculum to provide a more holistic education.
- Collaborative Programs: Develop joint programs with other departments and institutions to offer interdisciplinary degrees and courses.

3. Emphasis on Practical Skills

- Clinical Legal Education: Expand clinical legal education programs that allow students to gain hands-on experience in real legal settings under the supervision of experienced practitioners.
- Moot Courts and Simulations: Increase the use of moot court competitions, mock trials, and legal simulations to enhance practical skills and experiential learning.

4. Enhanced Ethical Training

- Dedicated Ethics Courses: Introduce mandatory courses on legal ethics and professional responsibility as part of the core curriculum.
- Ethics across Subjects: Integrate ethical considerations and discussions into all legal subjects to ensure that students understand the importance of ethics in every aspect of law.

5. Resource Allocation

- Increased Government Support: Advocate for increased government funding for law schools to improve infrastructure, resources, and faculty development.
- Private Sector Partnerships and Alumnus Associations: Seek partnerships with private law firms, corporations, and non-governmental organizations to secure additional funding and resources. Alumni are very crucial for funding.

6. Access to Up-to-Date Materials

- Modernize Libraries: Invest in updating law school libraries with the latest books, journals, and electronic resources.
- Digital Resources: Ensure access to online legal databases, e-journals, and other digital resources to provide students and lecturers with comprehensive and current legal information.

7. Infrastructure Development

- Upgrade Facilities: Renovate and expand physical infrastructure, including classrooms, libraries, and moot courtrooms, to create conducive learning environments.
- Technology Integration: Equip classrooms with modern teaching aids such as projectors, smart boards, and internet access to facilitate technology-enhanced learning.

8. Faculty Development (CPD)

- Regular Training Programs: Organize regular workshops, seminars, and conferences focused on both legal knowledge and pedagogical skills.
- Scholarship Opportunities: Provide scholarships and grants for lecturers to pursue further education and attend international conferences.

9. Pedagogical Training

- Teaching Methodology Courses: Offer training in modern teaching methodologies that promote active learning and student engagement.
- Peer/Student Evaluation and Feedback: Implement a system of peer evaluation and feedback to continually improve teaching practices.

10. Research Support

- Research Grants: Establish research grants and funding opportunities for lecturers to conduct legal research.
- Publication Assistance: Provide support for lecturers to publish their research in reputable journals, including assistance with the writing and peer review process.

11. Role Modeling and Mentorship

- Ethical Role Models: Encourage faculty to serve as ethical role models through their conduct and teaching.
- Mentorship Programs: Develop mentorship programs where experienced legal professionals can guide students in understanding and applying ethical principles in practice.

8.0. CONCLUSION

In conclusion, rethinking legal training in Nigeria requires a multifaceted approach that emphasizes the integration of ethics into legal education. Law lecturers must lead by example, demonstrating ethical behavior in their teaching practices. By fostering an environment of integrity and fairness, we can better prepare future lawyers to uphold justice and contribute positively to society. The proposed reforms in curriculum, professional development, and institutional support

are crucial steps toward achieving this goal. Let us commit to these changes and work together to enhance the quality and ethical standards of legal education in Nigeria.

The ultimate goal is to cultivate a legal profession that upholds the highest standards of integrity, competence, and social responsibility.

I want to conclude with quotes from the interview of Prof. Chimdi Maduagwu, a Professor of language at the University of lagos, and the immediate past Director of Confucius Institute, which was captured in Sunday Punch Newspaper of 23rd June, 2024, where he stated that:

"One major problem is that teachers are producing those who they do not tell where they are going. Teachers are extremely arrogant in Nigeria. They are like gods. They don't negotiate with students. Students must obey them. But, there is a cultural influence on that though. They are big people, who believe that they are always right. But, that is not the case, and that's not how it should be."

He also stated that:

"While in the University, I recall that some lecturers were seen as some sort of demigods, who sent cold shivers down the spines of students whenever they were sighted, or their names mentioned. Some lecturers were even notorious for failing students for petty reasons that had nothing to do with academics. However that is not what obtains in other climes, as lecturers and students see themselves as partners in learning."