INFLUENCE OF FUNDING ON THE MANAGEMENT OF FEDERAL UNIVERSITIES IN NIGERIA (2011-2017)

BY

Umar MUHAMMAD

P13EDFC9005

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

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Umar MUHAMMAD

(DAL, DPA, TASEL, PDNT, PDCS, HDMC, BA(ED), PGDPA, MPPA, M. A,M. ED)

P13EDFC9005

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY, ZARIAIN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY (PhD) EDUCATIONAL ADMINISTRATION AND PLANNING

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FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA

Supervisors

Prof. B.A. Maina
Dr. E.I Makoju
Dr. A.A Igunnu

JULY, 2018

DECLARATION

I wish to declare that this thesis is a record of my personal work. It has never been presented anywhere for the purpose of the award of a higher degree. All quotations and sources of information are indented or acknowledged by means of reference.

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…….

UMAR MUHAMMAD **DATE**

CERTIFICATION

This thesis titled "Influence of Funding on theManagement of Federal Universities in Nigeria (2011-2017). By Umar Muhammad meets the regulations governing the award of PhD in Educational Administration and Planning of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literacy presentation.

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Chairman Supervisory Committee Date
Prof. B. A.Maina

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……
Member Supervisory Committee Date
Dr. E. I Makoju

…….
……
Member Supervisory Committee Date
Dr. A. A. Igunnu

…….
……
Head of Department Date
Dr. M.I Harbau

……..
……
Dean, School of Post Graduate Studies Date
Professor S. Z. Abubakar

DEDICATION

This Research work is dedicated to my late Parents, Bello Mai AnguwarRijiyarBurwa and my Mother,MalamaHauwau Muhammad, to and all my brothers and sisters in Islam for their love and support throughout the period of my education

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ABSTRACT

This study is focused on the Influence of funding on the management of federal Universities in Nigeria from 2011 to 2017. The study was interested in assessing the influence offunding on Staff Development, Research Development, Provision of infrastructural facilities, adequacy of instructional materials, and Staffing in Federal Universities in Nigeria. In an effort to undertake the research work, five research questions and five hypotheses were formulated to serve as guide in the process.Descriptive Survey method was adopted for data collection. The entire staff of universities in Nigeria both academic and non-academic staff constituted the population of this study. Stratified sampling technique using the existing strata of academic and non-academic staff was used in selecting respondents for the study. The instrument usedtoobtain data on the issues mentioned above was a self-developed closed ended structured questionnaire using five points Likert Scale. Pilot test was carried out in order to test the reliability of the instrument. The level of consistency is .892, using Spearman-Brown Coefficient as a test. It was also validated by the researcher's supervisors and other educational experts. The data collected were first presented in frequencies and percentages. They were later subjected to Analysis using t-test statistical tool on all the five hypotheses which were tested at 0.05 level of significance. The major findings of the study are as follows Funding to federal Universities in Nigeria influence more training of staff locally, but less abroad, but the funds were not enough in most universities to sponsor staff for workshops and conferences. Also, funds allocated to federal universities in Nigeria from 2011-2017 were used to enhance research development, funds provided were not goodenough to provide and manage facilities for Hostels, games, roads, water, electricity, offices, Halls and Theatres, funds provided influence the provision of Virtual Libraries, books, computers, chemicals, re-agents and stationaries and funds enabled the universities to enhance the staffing situation in federal universities in Nigeria. On the basis of the findings, recommendations were made, Federal Universities should be fully funded to develop staff adequately. More funds should be provided for research and development in federal universities. There should adequate provision of infrastructural/physical facilities in federal universities in Nigeria. There should be adequate provision of instructional facilities in federal universities in Nigeria to enhance effective teaching and learning. Efforts should be made to enhance staff situation in federal universities where academic staff are inadequate. This will help to enhance effective teaching and learning.

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LIST OF ABBREVIATIONS

NUC – National Universities Commission

UNN - University of Nigeria Nsukka

OAU - Obafemi Awolowo University

ABU – Ahmadu Bello University

GDP – Gross Domestic Product

FME – Federal Ministry of Education

GNP - Gross National Product

SAP - Structural Adjustment Programme

OAU – Organization of African Unity

R & D – Research and Development

ASUU – Academic Staff Union of Universities

FGN - Federal Government of Nigeria

PPP - Public Private Partnership

UME - University Matriculation Examinations

JAMB- Joint Admission and Matriculation Board

CEO - Chief Executive Officer

USA - United States of America

CAANU- Conference of Alumni Association of Nigerian Universities

ANOVA – Analysis of Variance

UNESCO – United Nations Education Scientific and Cultural Organization

TETFund – Tertiary Education Trust Fund

IT - Information Technology

SETI - Science, Technology, Engineering and Innovation

R&D- Research and Development

FIRS- Federal Inland Revenue Services

GDP/GNP- Gross Domestic Product? Gross Net Product

FME- Federal Ministry of Education

NOMRA- Network of Migration Research on Africa

SAP- Structural Adjustment Programmes

APE- African Political Economy Model

RDT- Resource Dependence Theory

OECD- Organization for Economic Co-operation and Development

HEIs- Higher Education Institutions

UNIPORT- University of Port Harcourt

ICT- Information and Communication Technology

DAI- University/Degree Awarding Institutions

UME- University Matriculation Examination

ADEA- Association for the Development of Education in Africa

ISCED- International Standard Classification of Education

NBTE- National Board for Technical Education

NCCE- National Commission for Colleges of Education

BMAS- Basic Minimum Academic Standard

EAA- Earned Academic Allowances

IMC- Implementation Monitoring Committee

BMC- The Budget Monitoring Committee

CNANU- Committee on Need Assessment of the Nigerian Universities

CBN- Central Bank of Nigeria

SGF- Secretary to the Government of the Federation

IGR- Internally Generated Revenue

UBEC- Universal Basic Education Commission

PRESSIDA- Presidential Special Scholarship for Innovation and Development

UCI- University College Ibadan

RPM- Resource Planning Model

BDF- Book Development Fund Projects

APCs- Academic Publishing Centres

SPSS- Statistical Package for Social Science

OPERATIONAL DEFINITION OF TERMS

Funding: Funding is the act of providing financial resources, usually in the form of money, or the values such as effort or time, to finance a need, program, and project, usually an organization or government.

Human Resource Development: Human Resource Development is the part of human resource management that specifically deals with training and development of the employees in the organization.

Infrastructure: Infrastructure refers to the fundamental facilities and system serving a country, city, or area including the services and facilities necessary for its economy to function.

Instructional Materials: Instructional materials refers to educational resources used to improve student's knowledge, abilities, and skills to monitor their assimilation of information and to contribute to their overall development and upbringing. **Management:** Management in businesses and organizations is the function thatcoordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively.

Research Development: Research development is a set of strategic, proactive, catalytic, and capacity building activities designed to facilitate individual faculty members, teams of researchers and central research administration in attracting extramural research funding, creating relationships and developing and implementing strategies that increase institutional competitiveness.

Staffing: Staffing is term used in the sphere of employment. It has been applied to more one aspect of the working environment.

University: University is an institution of higher learning and research which grants degrees in various subjects for both undergraduate and Postgraduates.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Universities in Nigeria just like the universities in all parts of the world have been established with the lofty aims of training and supplying highly skilled manpower to manage and effect changes by way of technological rebirth; producing political and administrative elites to control state structures. Universities have also been established to set standards, societal values, ethos and championing societal renewal via cultural creativity nourished by better knowledge and understanding of the cultural heritage, higher living standards, internal and international harmony and peace based on human rights, democracy, tolerance and mutual respectUnited Nations Education Scientific and Cultural Organization (UNESCO, 1998).Universities play increasingly important roles in Modern society. In the last two decades, Higher education particularly Universities worldwide has moved from the Periphery to the centre of governmental agendas in most countries.

Universities are now seen as crucial national assets in addressing many policy priorities and as: sources of new knowledge and innovative thinkingproviders of skilled personnel and credible credentials; contributors to innovation; attractors of international talent and businessInvestment; agents of social justice and mobility; contributors to social and cultural lvirality; and determinants of health and well-being(Boulton, 2010). The need for higher education institutions in a developing country like Nigeria cannot be over-emphasized. According to him higher education plays a pivotal role in assisting the country in the achievement of her national developmental objectives(Addo, 2010). Among the other level of education such as primary, secondary and tertiary levels; higher education institutions particularly

universities vis-à-vis tertiary education institutions particularly universities contribute immensely in the area of capacity building and development of quality manpower in the various sectors of the country (Olorunleke, 2013).

Higher education plays a crucial role in the supply of high-level manpower for the socio-economic development of a nation. To this end, effective management of this sector through adequate funding becomes necessary (Ekundayo and Ajayi, 2009). Education is widely accepted as a major instrument for promoting socio-economic, political and cultural development in Nigeria(Odukunle, 2001). According to the National Policy on Education (2004), Higher education is expected to:

a. Contribute to national development through high level relevant man power training;
b. Develop and inculcate proper values for the survival of the individuals and society;
c. Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
d. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
e. Promote and encourage scholarship and community service;
f. Forge and cement national unity; and
g. Promote national and international understanding and interaction.

The National Policy on education specified how Higher education in Nigeria should pursue these goals. According to the National Policy on Education (2013) University Education shall make contribution to national development by:

a. Intensifying and diversifying its programmes for the development of high-level manpower within the context of the needs of the nation;

b. making professional course contents reflect our national requirements;
c. making all students part of a general programme or all round improvement in university education to offer general study contents such as history of ideas, philosophy of knowledge, nationalism and Information Technology (IT); and
d. Making entrepreneurial skills acquisition a requirement for Nigerian universities.

Funds allocated to higher education should not merely be considered as an expense but a long-term investment of benefit to society as a whole(Ajayi & Ekundayo 2008). These benefits are reflected on a social level in terms of lower unemployment rates, better health, lower crime rates, more involvement in societal activities, higher tax returns and other trickle-down effects. the main purpose and relevance of university education in Nigeria is the provision of much needed manpower to accelerate the socio-economic development of the nation. Such specialized education at the higher level is regarded as an instrument of social change and economic development (Ibukun 1997).

Government's involvement in the education enterprise in the early 1960 resulted in the establishment of first generation universities to cater for the growing population. These universities in most instances started as relatively small institutions (with enrolments of not more than 2000) they were generously funded by their governments and international agencies and were equipped to the highest standard (Muhammad, 2010).

Successful development entails more than investing in physical capital, or closing the gap in capital. It also entails acquiring and using knowledge. Thus, to successfully confront the challenges of development, a developing country must undertake three major tasks:

a. Acquire and adapt global knowledge and create knowledge locally;
b. Invest in human capital to increase the ability to absorb and use knowledge; and
c. Invest in technologies to facilitate both acquisition and the absorption of knowledge

(Odia &Omofonmwan 2007).

It is well acknowledging fact that of the pre-requisites for the economic well-being and prosperity of any nation is the sustainable development of industry. it is industry that provides services to members of a society by consumer and capital goods, creating new products and processes, generating new companies and opportunities, and providing, in the process, unlimited new jobs for the Population (Ntim,1991). The key to the success of modern industrial development is Science, technology, engineering and innovation (SETI). The application of technology to industrial development and maintenance is made possible by SETI Professionals (scientists, engineers, technologists, craftsmen, artisans, etc.) whose education and training must, at all times reflect at least the require of industry. Universities as the producers of some of these key SETI professionals, undoubtedly, have the important responsibility of making sure that they run out graduates that possess the necessary skills set (Bamiro, 2012).The new industrial revolution will multiply the technology Management complexity tenfold. Developing countries quantitative requirements in terms of number of skilled human resources are certainly astronomical. They will have to satisfy the needs of existing enterprises, of newly created enterprises, of innovation system agents such as R&D centres, consulting enterprises, standards and metrology boards' financial institutions, science and technology policy agents, incubators and many others(Machando, 2009)

One of the most important prerequisites for the economic well-being and prosperity of any nation is the sustainable development of industry. Education is one of the basic means of human and cultural self-realization as well as means of realizing the productive power of a nation(Bamiro, 2015). No nation can develop beyond the quality of its education, as a nation's overall advancement is a direct function of the quality of the educational attainment of its citizens (Ololube, Egbezor, Kpolovie and Amaele, 2012). Quality of education depends on a nation's funding of the sub-sector. The very concept of Development implies the constant improvement in the quality of life in a nation through the improvement of the productive capabilities of individuals (Kpolovie, 2013). education is a life-long process that has interpretation in purpose, type and level. It is a means of socializing people into the community, for upholding customs and traditions as well as for the modification of same in conformity with emerging ideologies, expansions and reformations(Taiwo (2012) cited in Kpolovie (2013).

Educationis the supreme light-giver, the breezy dawn after a night of suffocating darkness. It clears a path through the jungle and; it is the compass that takes man ashore from the rough and clueless waters. It is a mechanism through which the society generates the knowledge and skills required for its survival and sustenance(Osundare, 2009), It enriches people's understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individual and society, at large (Kazeem & Ige, 2010). Human capital of a country theory emphasizes education as enhancing the productive capacities of individuals (Almendarez, 2011).When citizens of a country are educated; they would think right, act right and bring about positive change for the development of their nation and the

world at large. If a nation is successful in developing (educating) its people as strong and complete individuals, it will be able to realize a glorious future for itself,promote peace within itboundary and defend it sovereignty. However, if a nation fails to develop (educate) its citizenry and make them deficient in carrying out some activities of life effectively, then that nation is doomedto weakness, destruction and obscurity (Fah al-Qudah (2006) cited in Ekpo & Is'hak (2014)

Education, therefore, is important to the growth and development of the society because of its power to fashion an individual to be integrated into his society, and to become a promoter of his societal culture, and development. It is a weapon for acquiring skills, knowledge and competence for survival in a changing world (Adepoju &Fabiyi in Ekpo & Ish'ak, 2011).Funds are needed to pay salaries of all categories of staff, human resource development programmes to purchase equipment for classrooms, offices, erect new buildings, security, research development, library facilities, scholarships, fellowships, to cater for the contemporary students' enrolment explosion and to compliment myriad of other services needed.

The three regional Universities: University of Nigeria Nsukka, Obafemi Awolowo University Ile-Ife and Ahmadu Bello University, Zaria are financed by the Federal Government. Other sources of funds for all the universities are occasional foundation grants for research, buildings, individual donations, student's fees, endowments and interests etc (Fafunwa, 1974). In attempt to rationalize the financing of the five universities, the National Universities Commission proposed that, the federal government should be responsible for 50% of the total recurrent and capital expenditure of the three regional universities - University of Nigeria Nsukka (UNN) Obafemi Awolowo University, Ife (OAU)) and Ahmadu Bello University (ABU)

Zaria, while the universities of Ibadan and Lagos being Federal Institutions receive 100% subsidies. The Federal government rejected the recommendations relating to the three regional universities. Instead, it agreed to finance 30% of the recurrent and capital expenditure of UNN and OAU and to assume 50% responsibility of ABU. NUC executed this decision between 1964 and 1966 (Fafunwa, 1974).

Using education for rapid development in a short space of time is a good idea only if enough resources are available. Education is an expensive commodity and only with limitless resources endless educational expansion would be possible (Edem, 1987).The Tertiary Education Trust Fund (TETFund) was originally established as Education Trust Fund (ETF) by the Education Tax Act No. 7 of 1993 (now repealed and replaced with the Tertiary Education Trust Fund Act 2011). It is an intervention agency to provide supplementary support to all levels of public tertiary institutions. Its source of funds is the 2% tax on the assessable profit companies operating in Nigeria as collected by the Federal Inland Revenue Services (FIRS). The collection of education tax commenced in 1994 after the promulgation of the principal Act a year earlier in 1993 while actual disbursement of funds to benefitting institutions commenced in 1999 when the first Board of Trustees was constituted to manage and disburse the funds (Bogoro, 2015).

According to him, the funds are disbursed for the general improvement of education in Federal and States tertiary institutions specifically for the provision or maintenance of:

1. Essential physical infrastructure for teaching and learning;
2. Instructional materials and equipment;
3. Research and publication;
4. Academic staff training and development; and

5. Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement and maintenance of standards in the higher educational institutions.

The fund's disbursement framework is that Sec. 7 of the Act provides for the disbursement of funds to Federal and State tertiary (defined as universities, Polytechnics and Colleges of Education) institutions on the basis of the 2.1.1 sharing formula as follows:

a. 50% for University education is shared on the quality of institutions and allocated directly to all enlisted public Universities and administered by their Governing Councils and management.
b. 25% for Polytechnic education is shared on the quality of institutions and allocated directly to all enlisted public Polytechnics and administered by their Governing Council and management.
c. 25% for teacher education is shared on the quality of institutions and allocated directly to all enlisted public Colleges of Education and administered by their Governing Councils and management.

In line with this mandate, the intervention is concerned not only with infrastructural development but with massive programmes, development, recognizing that infrastructural development alone would not place our public tertiary institutions particularly universities on the same pedestal with others globally. TETFund has strategically intervened in key areas of academic needs in tertiary institutions particularly universities, some of which are, academic staff training and development (MSc, PhD and conference attendance) national research, institution-based research, book development (manuscript development), journal publications, laboratory and library development. This refocused mandate has improved the international ranking

of public tertiary institutions particularly universities. The intervention had continued to have great impact in universities, other tertiary institutions and beyond and these achievements would not have been possible without the cooperation and innovation of FIRS which has actively ensured that all taxable entities in Nigeria pay their taxes as at when due(Bogoro (2015).The main thrust of this study is to explore the Perception of Stakeholsers on Funding and Management of Federal Universities in Nigeria (2011-2017).

1.2 Statement of the Problem

The gross under-funding of the education sector in the country has been rendering the university system incapacitated. money is absolutely the input of any education system. It provides the essential purchasing power with which education acquires its human and physical inputs(Adepoju, 2004). The university system has not enjoyed the financial resources necessary to maintain educational quality in the midst of significant enrolment explosion (Saint et al, 2002). UNESCO (1998) recommended 26% of the total budget of a nation to be allocated to education (Odia & Omofomwan 2007), but the Longe Commission of 1991 observed that the percentage of budgetary allocation to education since the inception of the present political dispensation has not exceeded 10% (Ekundayo & Ajayi, 2009).Ekong (1999) lamented that, university system in Nigeria has witnessed a lot of turbulent experiences. The crises have been characterized by a combination of chronic under-funding, rapidly increasing students' enrolment, inadequate facilities, deterioration of physical infrastructure, unavailable or inadequate instructional materials and equipment culture of arbitrariness and suppression of staff and students.

Percentage of total annual budgetary allocations to education in some selected

countries; Bostwana, 19.0%, Swaziland, 24.6%, Lesotho, 17.0%, South Africa, 25.8%, Cote d'Ivore, 30.0%; Burkina Faso, 16.8%; Ghana, 31%; Kenya, 23.0%; Uganda, 27.0%; Tunisia, 17.0%; and Morocco, 17.7%; while that of Nigeria on the average is less than 6% and in 2013 is 8.7% (Odika, 2013; World Bank, 2012; Oseni, 2012; Central Bank of Nigeria, 2013; Kupoluyi, 2012 Kpolovie 2013. UNESCO (2002) reported that unlike Nigeria which spends an average 1.1% of its GDP/GNP on education other countries like Ghana spends 3.6%, Kenya 6.2%, and Zimbabwe 9.5%. The effect of under-funding is evidenced in the brain drain, a phenomenon which has depleted universities in Nigeria seriously. The country has lost most of its experienced academics to even smaller African countries such as Ghana, Rwanda, South Africa to mention but few (Aghenta, 1984, Okojie, 2004, FME, 2003).

From late 1970s, rot and decay characterized the Nigerian education sector. The status of the system now is unenviable. It is low in quality and standard, limited in its reach and disturbing in its future. Recent graduates in Nigeria are not only derided, but are also described as lacking in quality, low perception, unfits in skills, and unemployable (Ekpo & Ish'ak, 2014). Developed countries subject graduates of Nigerian Schools to fresh training and examination in an attempt to ensure their fitness into their own system (Kazeem & Ige, 2010). Causes of this menace are linked to underfunding of the system; bribery, embezzlement and corruption; acute shortage of infrastructures and facilities at all levels of education; lack of political will; policy inconsistencies; over-centralization of control; increased industrial strikes, paucity of quality teachers, poor or polluted learning environment (Ekpo & Ishak, 2014).

According to them the resulting effect of these includes the exodus of Nigerian students and academic staff to other countries. A revelation by the Network of Migration Research on Africa (NOMRA), shows that shows that Nigerian migrating

in 2009 who were granted visas into the United Kingdom (UK) numbered about 10,090 and they paid not less than N42, billion to their host nation. Sanusi stressed that, Nigeria was ranked third on the list of countries with the highest number of students studying overseas. Statistics also showed that over 71,000 students in Ghana in 2010 paid about N155 billion annually as against Nigeria's annual budget of N121 billion for all federal universities in the same year (Sanusi cited in Oghu (2012). Other ills associated with fallen standard of education in Nigeria include numerous social vices like examination malpractices, cultism, and hooliganism in the school system (Kazeem & Ige, 2010).

This is exacerbated by poor remuneration for teachers, which triggers a lackadaisical attitude to work; high dropouts of students from schools, quantitative rather than qualitative oriented education, campus prostitution, rape and sex abuse (Ekpo and Is'hak, 2014). The United States benefitted enormously from the arrival of large number of scientists and engineers fleeing Europe before World War II, as it is benefiting today from the talented people migrating from countries such as India, China, and several African countries. As a result, according to them developing countries (including Nigeria) loose significant tax revenue when a brain drain of highly skilled individuals occurs(Mba & Ekeopara 2012).

The story of university education in Nigeria has largely been a story of mixed fortune. The system initially laid claims in making respectable impact on the socio-economic growth and advancement of Nigeria. Today, there are doubts whether Nigerian universities under the present condition will be able to continue to lay claims of being central to national capacity to connect with the international educational system and further develop the technologies needed in the wider society. This is because the low funding of universities, affects their management (Vespoor, 2004). Despite the

immense benefits of university education to nation building yet the potentials of higher education and indeed the university in developing countries to fulfil this responsibility is frequently thwarted by log-standing problems bedevilling the system. Higher education in Nigeria is in travail, the system is riddled with crises of various dimensions and magnitude(Ajayi & Ekundayo (2007). A number of multi-faceted problems have Inhibited goal attainment and are raising questions, doubts and fears, all of which combine to suggest that the system is at a cross road. (Ajayi & Ayodele, 2004).

Financing the development of education and training has become one of the major problems facing all countries, industrially developed and developing. The problem is a consequence of the quantitative expansion of educational facilities in response to growing demand for education on the one hand and the intensifying need of modern economies. It is a common place knowledge that education and some other sectors had suffered from on adequate funding in Nigeria. Over the last two and a half decades (Gravenier,1995).The higher education sub-sector, therefore, had suffered continuous decline in funding in both developed and developing countries, funding of higher education and particularly the universities has emerged as a major topic of debate in recent years (Obikoya, 2002, Onuka, 2004). Sanni, 200) An announcement by the Federal Government of its intention to convert Polytechnics to University College in affiliation to the Universities nearest to them was also released. In Nigeria, the issue of funding has drawn more attention and it is probably the greatest problem facing university development today. He further discussed that, there have been discussions in conferences, radio, television, newspapers and even during political campaigns on the critical issue of who should finance university education, and how should university education be financed in Nigeria.

Between 1987 and 1997, average expenditure on education by the federal government as a percentage of the annual budget was 5.1%. When related to the Gross Domestic Product (GDP), federal government expenditure on education averages 1.1%. In addition, Arikewuyo (2005) reported that since the advent of democracy in 1999, funding of education dropped from 11.12% to 1.8% in 2003(Ibukun, 2004).

The Structural Adjustment Programmes (SAP) subsequent to Nigerian economic crises has further shrunk government funding on university education. Before SAP the Nigerian universities could be said to be in a state of boom. In fact, facilities that existed in the universities were at top level with what existed in other part of the world (Eisemon, 1980, Oduleye, 1985).Nigerian educational system was known for high quality standard of education in the 1960s till mid 1970s. From the 1960s to mids 70s, schools in Nigeria (though few) had goodinfrastructures and qualified staff; all that needed to give quality education were readily provided for the schools. This is because education was seen as a pillar that another sectors rest upon(Dangana, 2011).

This study investigated problems militating against the development of Nigerian universities, which include lack of staff development programmes, ineffective research development processes, inadequate infrastructural facilities, inadequate instructional materials and equipment and Staffing in terms of adequacy, attraction and retention in Universities in Nigeria with the view to find other alternatives in order to avoid over-dependent on federal Government allocation.

1.3 Objectives of the Study

Thestudy was set to:

1. Examine theinfluence of funding onstaff development basedinFederal

Universities in Nigeria from 2011-2017.

2. Determine the influence of funding on research development based on stakeholders' perception in FederalUniversities in Nigeria from 2011-2017.
3. Ascertainthe the influence of funding onprovision of infrastructural facilities in Federal Universities in Nigeria from 2011-2017.
4. Assess the influence of funding on provision of instructional materials inFederal Universities in Nigeria from 2011-2017.
5. Find out the influence of funding on staffingin FederalUniversities inNigeria from 2011-2017.

1.4 Research Questions

The following research questions guided the study:

1. Does funding influence staff development inFederal Universities in Nigeria from 2011-2017?
2. How does funding influence research developmentinFederal Universities inNigeria from 2011-2017?
3. Does funding influence the provision of infrastructural facilities in FederalUniversities in Nigeria from 2011-2017?
4. How does funding influence the provision of instructional materialsin Federal Universities inNigeria from 2011-2017?
5. Does funding influence Staffingin Federal Universities inNigeriafrom2011-2017.

1.5 Hypotheses

The study formulated and tested the following hypotheses:

H_{O1}: There is no significant difference in the opinions of respondentsonthe influence of fundingonstaff developmentinFederal Universities inNigeria from 2011-2017.

H_{O2}: There is no significant difference in the opinions of respondentsonthe influence of fundingonresearch development inFederal Universities in Nigeria from 2011-2017.

H_{O3}: There is no significant difference in the opinions of respondents onthe influence funding and the provision of infrastructural facilities in Federal Universities in Nigeria from 2011-2017.

H_{O4}: There is no significant difference in the opinions of respondentsonthe influence funding on provision of instructional materials and equipmentinFederal Universities in Nigeria from 2011-2017.

H_{O5}: There is no significant difference in the opinions of respondents onthe influence offundingonStaffinginFederal Universities in Nigeria from 2011-2017.

1.6 Basic Assumptions

The study was on the assumption that

1. Staff development programs in Federal Universities in Nigeriacould be influenced by adequate funding employees in Federal Universities in Nigeria
2. Fundingcould influence research development processes in Federal Universities in Nigeria.
3. Funding could influence the provision of infrastructural facilities equipment in universities in
4. Funding could influence the provision of instructional materials in federal universities in Nigeria.
5. Funding influence staffing in federal universities in Nigeria.

1.7 Significance of the Study

The importance of this study to the wider society cannot be overemphasized as it will serve as a guide in bringing higher education particularly university education back to life for the socio-political and economic development of our nation. The study is expected to be beneficial in the following ways:

1. It will serve as a guide to policy-makers in the formulation of realistic policies especially policies on funding of education in general and higher education or University Education in particular.
2. It will create awareness to educational managers and educational planners in higher institutions particularly Universities on the need for proper, effective and efficient management of the scarce resources.
3. It will attract the attention of International Agencies and other donor agencies such as UNESCO, WORLD BANK, etc. to intervene for the sustenance of university education in developing countries like Nigeria.
4. It will enlighten individuals and private contributors by commercial organizations on the need for their contributions in forms of grants occasional for specific purposes.
5. Call the attention of educational administratorsin universities in Nigeria to direct and encourage forum of alumni of their institutions since their products occupy very important places in the public service within and almost across every continent to come and see for themselves the situation on the ground as this will motivate them contribute and solicit for other sources.
6. The study will serve as a basis for educational planners, scholars,

publishers and researchers for conducting relevant researches and find the way forward for the university education objectives to be realized.

1.8 Scope of the Study

This study is on the influence of funding on management of Federaluniversities in Nigeria from 2011-2017.Thirty percent (30%) of the existing faculties, institutes and the research centres within the selected universities were selected for the study. The research is concerned with the influence of funding and management of Federal Universities in Nigeria. Other areas of concern are issues such as human resource development, research development, provision of infrastructural facilities, provision of instructional materials and staffing. The subjects of the study are University Management officials which include Vice Chancelors, Deputy Vice Chancelors Adminintration, Bursary Officials, Deans, Heads of Departments, Senior lecturers and Research fellows from academic cycle and bursary staff academic office staff and other senior staff from non-academicstaff.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examines literatures of previous researchers on the subject matter. In broader terms, the review covers the following areas:

- Conceptual Framework;
- Theoretical Framework;
- Funding and Staff Development in Nigerian Universities;
- Funding and Research Development in Nigerian Universities;
- Funding and the provision of infrastructural facilities in Nigerian Universities.;
- Funding and the provision of instructional materials in Nigerian Universities;
- Funding and Staffing-Quantity and Quality in Nigerian Universities;
- History of funding Universities in Nigeria
- A brief Description of the Nigerian Higher Education System;

- University Management in Nigeria
- System of Governance and Management of Higher Education Institutions at the National Level;
- National Universities Commssion
- Problems of University Management in Nigeria
- Historical Development of University Education in Nigeria
- Financing Higher Education in Nigeria
- Problems of Funding and Utilization in Tertiary Institutions in Nigeria;
- Tertiary Education Trust Fund (TETFund)
- Funding and Internationalization of Universities in Nigeria
- Public-Private Partnership (University-Industry Partnership)
- Background of Ahmadu Bello University, Zaria.
- Empirical Studies
- Summary

2.2 Conceptual Framework

The main framework of this study is the African political economy model. It focuses on how political and economic forces shape the contexts within the Nigerian universities carry out their functions that is teaching and research. African Political economy model is very useful because it helps in explaining the prevailing conditions and the realities of the specific political economic and the social metrics of the present policy in Nigeria, where different factors which include among others, cuts in government expenditure, all impact in a special way in the education system, this study intends to examine the impact of funding on the management of Selected universities in Nigeria.

The political model sees different structures in the society as interacting and in many cases as the interdependent. The issue of underfunding is therefore seen as a phenomenon, which is deeply rooted in the societal, economic and political structures of the society. Thus, the educational system (a sub structure) is not entirely independent because it is subjected to the influence of the superstructure that is economic system. The study intends to use two level structures to explain the problem of underfunding in the Nigerian universities. These are; External structures (government and its policies), Internal structure that is universities as implementers of government policies, forging its own unique culture dictated by such factors as size, management style, account system, openness to innovation or otherwise among others. The structurlist attempt also focuses on micro level. Under this level, the university and its management team, parents and the students, this level will help to document assessments and impact on many adapting mechanisms which are related to university funding.

The issue of university underfunding and management in Nigeria is deeply rooted in the social, economic and political structures of the society as exemplified in the African political economy model. The model focuses on how political and economic forces shape the contexts within which Nigerian universities carry out their primary functions of teaching and research. It helps to explain the specific political, economic and social matrix of the present environment in Nigeria, whereby economic depression, political instability and cuts in government expenditure, all impact on the university system. The political economy model sees the different structures in the society, including the economic, political, social structures and the belief system as interacting and interdependent. Thus, the university system which is also a sub-sector

is subjected to the influence of the superstructure which is the economic system (Aina, 2007).

The human capital theorists advocate for private support from parents / students and the other stakeholders, because education is both a government and private investment. This, according to the human capital theorists is vital in sustaining the finances of universities and in increasing economic growth rates. The model explains that people gain productivity by further training and the rates of return on these investments for both government and private individuals are very profitable, consequently both government and private individuals must finance education (Barr,2004).The Resource –Based model is adopted for this study as a strategy for sustaining financing of universities. This is because in Nigerian universities are weak in terms of budgeting, determination of operational costs and revenue generation. There is therefore a need to develop a logical framework that seeks to capture the major operations of the institutions and the resource flows to support them. The model creates the opportunity for all units in the university to be financially well structured and transparent. It enables them strive to achieve and maintain financial balance, while they are constantly aware of the resource implications of their programmes and activities and prepare for associated challenges. The model is dynamic for determining over time, the quantum of resources that a university requires within a particular time frame and consciously strategize on the ways to raise such funding so that they become less subject to the vagaries of the fluctuations in the fortunes and resources of its owners and the operating environment (Bamiro &Adedeji,2010).

2.3 Theoretical Framework

This study intends to use the African Political Economy (APE) model and the Resource Dependence Theory. The African Political Economy provides a partial

explanation for the behaviour of universities in times of critical funding challenges (Aina, 2007, Wangengen-Ouma et al, 2008). The focus of the APE model is on how political and economic forces shape the contexts within which the universities carryout their primary functions, that is teaching, teaching and research, especially in situation of inadequate funding by the major economic benefactors. According to Onuoha (2013) this theory helps to explain the realities of the specific political, economic and social environments (Wangengen-Ouma et al, 2008) that confront the country debt burden, political instability, grossly inadequate infrastructure – which produces consistent relative cuts in government expenditure, with the higher education sector left disadvantaged. The reality is that, whenever there is acut in budget allocation to the sectors, higher education is worse hit (Ndagi, 1983).

On the Other hand, the Resource Dependence Theory postulates that for the organization to survive, managers have a role to allocate resources to innovate activities that are required to of the firm by external customers and investors (Pfeffer Salancik, 1978 &2003). In other words, how managers compete and win external resources and how they deploy those to productive engagements have huge consequences on the continuity of funding sources and cooperation of the benefactors of the organization funding problems of the universities are deeply rooted on the economic, social and political structures and belief system of the people (Johnstone, 1998; Wangengen-Ouma et al, 2008). The education system is subject to influences within the economic and social sub-systems. At the micro level, university managements relate closely with the parents and the students (Onuoha, 2013).

While APE Model may well explain the critical resource dependence relationship with the government, its main focus is on the resolution of the resource allocation efficiency of the institutions. However, its relativeness in understanding the external

funding realities of the universities mandates its application in this study. Nigeria is facing a high degree of debt burden, political instability, low investment, poor infrastructural development (Odebiyi et al, 1997) and cultural impediments, and this confirms the realisticity of the model and its application in determination of the impetus behind emphasis on management of funding in universities in Nigeria. However, the model does not explain, in practical terms, how the institutions respond to the critical environment surrounding assumptions of the model as does the Resource Dependence Theory. Hence its application will appear limited to the theoretical level. This further explains the triangulation of the two theories in this study.

Funding of education is supposed to be every body's responsibility in any nation. This is because the product of the system is useful to both individual and the larger society. However, there is no single public or private funding balance appropriate for every nation (Obasi & Eboh, 2012) cited in Asake (2012). However, according to her, the common feature of educational financing in developing countries like Nigeria is that the high proportion of the resources devoted to education comes from public (governments) funds. Nevertheless, Coombs & Hallack (1992) and Tang (1994) believed that the public/private sharing ratios vary among countries so also are the mechanism by which the costs of education are financed. This means that the Government with the required dose of political will and dtermination can device mechanisms for shifting part of the financial burden of education (University education) to individual students and their families in form of school fees, caution fees and other levies as it is currently practiced in Universities in Nigeria.

Furthermore, in line with this development, Ziderman and Albreith (1995) cited in Asika (2012) came up with a table showing the sharing ratio and dgree of

dependence on goverment's educational funding among selected countries of the world including Nigeria. See table 1.

Table 1:Degree of Dependence on Government Funding as a Source of Higher EducationIncome

High Dependence: 90% or more of income from Government	**Medium Dependence: 70-90% of income from goverment**	**Low dependence: Less than 70% of income from government**
Algeria, Morocco, France, Argentina Hoduras, Netherland, Kenya, Norway Sudan, Sweden, Brazil, China, Denmark, Finland, Nigeria.	India, Philippines, United Kingdom Indonesia, Ontario (Canada)	Israel, Japan, Vietnam, Chile South Africa

Source: Ziderman and Abreth (1995) cited in Asika (2012) Finacing Universities in Deveoping countries.

Table 1, clearly shows a high dependence (90% or more) on the government for the funding of the education system. However, South Africa's dependence on government for funding of the education system is less than 70% (See table 1).

Table 1 also shows that Nigerian higher education (Federal and State Universities inclusive) depends heavily on government funding. According to Jibril (2000) cited in Asika (2012) local income of all the federally owned Universities in Nigeria was merely 10.66% of total budget in 1997. Education hasv always been acknowledged to be a dynamic venture. It is never static. In other words, education changes to meet the needs, values and aspirations of the society it serves. According to Asika (2012) in the words of Ogbonnaya (2005) are made known through seminars, workshops and conferences. It is also according to her during these occasions that changes in instructional methods, techniques and strategies are made known to participants. Funds are therefore, highly necessary for the actualization of these programmes.

In another development with the dynamic nature of education, Ogu (2008)

cioted in Asika (2012) believes that educational systems help in the production of the needed skilled manpower and the new knowledge requisite for technological advancement and economic growth. This statement further strengthens the dynamic nature of education and its iimportance in the production of adequate skilled manpower that would ensure national development as one of the objectives of University education in Nigeria.

2.4 Funding and Staff Development in Universities in Nigeria

Staff development can be seen as an aspect that embraces much more than in service education as is usually opined by some scholars. Perhaps this assertion may have its base on the fact that organisations have been trapped into engaging their employees in continuing education beyond the normal sequence of Schools and Colleges for quite sometimes. The anticipated expectations of such organizations by so doing are that employees would be better trained and equipped for effective productivity (Imam, 2000) However, in his own contribution, Harris (1980) sees staff development as an aspect that connotes professional growth of staff in an organisation mostly sponsored by respective management to enhance performance. He further stresses that staff development as a team involves at least two different kind of training. The first is the in-service education where staff are given the latitude to further their education and later competence to allow them function well in the over-all organisational performance. The second type of training, he further emphasizes the advance preparation that involves training too but with modifications to ensure that staffs are well educated on new, advanced and different jobs assignment. In fact, this aspect of staff development is often considered very important because it involves some aspects of planning.

The above submission will sufficiently convey some ideas that after an employee has

been recruited, selected and placed, he is then given certain instructions on how to perform his job. This instruction in actual sense marked the beginning of training process and is argued to be a good aspect of staff development (Imam, 2000). Chruden and Sherman (1963) have advanced the argument that when an employee works in an organization according to specifications of his superior it means the beginning of employees' development. They further stressed that such trainings take the form of either instructions, verbal or written or through induction course.

To sum it up, the researcher wants to consider the definition of staff development by Ngu (1979) as the process of behavioural modifications or changes in workers in order to integrate operational needs and aspirations with their different characteristics. In line with this opinion, Novit (1979) has similarly viewed staff development as the provision of training primarily to the operative personnel managers and executives for the purpose of motivating them to work hard with great competence towards organizational achievement. According to him, both staff training and staff development are purposely geared towards improving skills and performance and they involve moulding and re-moulding of workers towards the attainment of organizational goals.

This then suggests that staff training and staff development are fused rather than diffused and have as their main focus, the tendency to improve the position and condition of workers on the other hand and the attainment of goals of the organization on the other. This rather unprecedented development has therefore made the two aspects indispensable in the annals of organization development and of viability. In fact, according to Ngu (1979) staff development is so important that “No organization can dispense without as a programme and as a process”. These views were supported by Pigors and Myers in Ngu (1979) when they assent to the fact that no organization

can choose whether or not to train employees. This will be tantamount to contemplating on whether to succeed or fail in the business.

Important as it is, staff development is an arrangement where written statements or organisational plans or programmes are developed with the aim of improving worker's skills and subsequent performance in the various organisations. It is however, pertinent to note that, there are various ways and means at the disposal of organisations in their zeal to develop staff. Ngu (1990) has given the following as ways towards ensuring staff development:

a. Induction course
b. On-the-Job training
c. Off-the-Job training
d. On-and-off-the-Job training
e. Vestibule training
f. Refresher course
g. Conferences
h. Role playing
i. Sensitivity training
j. Supplementary training

(Imam, 2000)

The place of Staff in any organization cannot be overemphasized. It is the most essential resources and also constitutes the most crucial factor in development process in any organization. They are equally the intellectual resource pool of any university (Abiodun-Oyebanji, 2012). According to him the quality of human capital will have direct impact on the development or other wise of a system. It is expected of university education to provide a needed human capital with enhanced skills that can

lead to technological innovation, increase in productivity and growth within an economy. He goes further to stressed that human resource in an organization, educational organization inclusive according to Emechebe (2009) cited in Abiodun-Oyebanji (2012) is equally made up of people, their abilities, knowledge and skills which, when properly coordinated and managed determine the success of an organization.

According to Abiodun-Oyenbanji (2012) this position was further corroborated by Ige (2010) that human resource in educational system generally refers to all human beings engaged as inputs in education and most importantly the academic staff, and having people with relevant skills, abilities and knowledge, go along a way in determining the success or failure of an organization. A nation growth and development are determined by its human resources (human capital). Non-human resources (physical, material and financial) are to be mobilized and utilized by the available human resources to accomplish the set goals. In fact, it is people those set objectives, determine the resources for use, marshal resources appropriately and coordinate the activities of an organization to achieve the goals (Abdulkareem, 2007).They are building blocks and an active agent of an organization. In fact, the most important resource in any academic institution (Abiodun-Oyebanji, 2009). Olorunsola & Arogundade (2012) further affirmed that academic staff are the major determinant of any educative process in the universities because on them lies the success or failure of the educational system.Every educational enterprise needs adequate and skilled manpower to function well. The other resources likethe physical facilities and equipment are mere complimentary resources to the industry. Olakunle (2001) cited in Abiodun-Oyebanji (2012) opined that human capital has ever remained the most productive capital in any organization, no matter the type or size. Sustainable

development in Nigeria requires the availability of competent and committed human resources. Using education as a tool, the Government hopes to produce manpower that will serve in different capacities and contribute positively to the nation's socio-economic and political development (Abdulkareem, 2006).

The human resource in Nigeria university system according to him include the lecturers, administrative staff and the supporting staff and these ones constitute the life wire of a university, the academic staff are the implementers of educational policies and programmes (Tanotndip. 2009). Adegun (2008) cited in Abiodun-Oyebanji (2012) while stressing the importance of human resource in an organization is of the view that the arrow heads of achieving the aim of higher education are the members of staff of that institution, more importantly the academic staff. He strongly believed that certain measures of result will always be achieved if the human resource is adequately provided and up and doing in the performance of their duties, he concluded that no country in the world has ever developed played down the development of its human capital. Abiodun-Oyebanji (2012) posited that, however, as important as human resource in an organization, university system inclusive, its situation which entails the availability, quality and adequacy appears to be critical in many Nigerian universities. According to him Universities as citadels of learning, knowledge producing institutions and repositories of fundamental knowledge require viable and adequate human resource, most especially the academic staff in order to function effectively well; but in many universities in Nigeria, the situation seems contrary as academic staff appears to be in acute shortage and bottom heavy in terms of mix. He further lamented that due to poor funding of many Nigerian universities by their owners, overseas training for academic staff to boost their efficiency appears extremely difficult to sustain in many Nigerian universities; what is being witnessed

today according to him is academic staff going for local and international conferences at their own expenses. Yann (2002) cited in Abiodu-Oyebanji (2012) further buttress this position that many Nigerian universities have been cut off from international networks, scholars from these universities appeared to have been forced to seek individually for alternative resource for research activity.

Ezeani (2002) cited in Ukamaka (2011) pointed out that the people are the human resources and they constitute the source of supply for technical and professional skilled men who are germane for effective and efficient planning and implementation of development policies programmes, projects and daily activities. According to Eze (1995) cited in Ukamaka (2011) posited that an organization consist of human beings who work together to achieve specific goals constitute the human resource of the organization. According to him human resources include the foundation owners or the entrepreneurs or the leader of the enterprise, the directors, the Managers and supervisors and the rank and file workers employed by the management. Human resource development is used to underscore a concerted effort to improve the talents, skills, endowments and capabilities of the people and how these are used to actualize the development aspirations, goals and overall objectives of an organization and the society at large (Ukamaka, 2011). Udo-Adaka (1992) opined that human resource development is inclusive of "education" and "training" which emphasized and unfolding process and caries an implication of growth and maturation through the lowest formal educational level to tertiary level and development of leadership skills and knowledge in commerce, industry and public service.

Amstrong (1977) cited in Ukamaka (2011) regarded manpower development as a field that is concerned with obtaining, organizing and motivating the human resources required by the enterprise with a view of developing an organizational climate and

management which will promote effective effort, cooperation and trust between all the people working in it. This according to him will help the enterprise educational inclusive to meet its legal obligation and its social responsibilities towards the employees with regards to the condition of work and quality of life provided for them. Yusufu (2003) cited in Ukamaka (2011) in trying to capture historical review of 'human resources development in Nigeria' said that during the epoch of colonial domination the human resources of Nigerian were hugely underdeveloped with only personal primary education, then secondary and to tertiary level. Though this process the individual acquires the knowledge and intellectual capacity to adapt or to understand more complex situations. It must not have forgotten that the fundamental objective of colonial rule according to him was to dominate and exploit both human and material resources of the colony and thus the colony were quick to realize that any serious attempt to ensure the effective development of the human resources of this country would unlock the gate to an early demise of the colonial enterprise. She goes further lamenting that, the colonialist certainly needed some auxiliary staff to grease the wheels of their wheels of their colonial apparatus in Nigeria. To this end, according to her, few Nigerians were given ephemeral training to enable them function as interpreters, court clerks, messengers, mail distributors and to carry out such activities that were considered infra dig by the white man but the type of training that would have enhanced the overall development of the individual to enable him fertilize social transformation was completely ignored if not out-rightly outlawed. This is not surprising because colonialism was a system of destruction without replacement.

Ukamaka (2011) stressed that in view of this, many educational institutions- Primary schools, Post Primary schools, Universities, Colleges of Education, Polytechnics,

College of Agriculture, research institutes and others have been established. However, these have proved to be grossly inadequate especially against the backdrop of the ever-swelling pool of people who need and desire to have the liberating experience and training and personal development.

According to Mandela (1994, p):

> Education is the great engine of personnel development, it is through education that the daughter of peasant can become a doctor, that the son of mineworker can become the head of the mine that a child of a farm worker can become the president of a great nation. It is what we make out of what we have not what we are given that separates one person from another.

According to Funmilayo (2014) Education is an instrument for promoting the socio-economic and cultural development of a country while Human resource is very important in the operation of the university system as the required number of staff and the staff mix are important for accreditation exercise.

2.5 Funding and Research Development in Universities in Nigeria

Education in general and Higher education in particular are fundamental to the construction of a knowledge economy and society (Saint et al, 2003). The universities are charged with the creation of knowledge and it is of their primary mandates, in creating knowledge, a lot of research has to be taken by universities and research Centres. The number of universities has grown astronomically in Nigeria especially with the emergence of State and Private universities and Nigeria has eightysix (86) universities made of 25 federal, 30 states and 31 private universities. The increased number of universities has not translated into increased generation or creation of

knowledge (Akpachapo, 2009).Anya (1999) gave similar verdict that the Nigerian universities have not contributed "to the enlargement of the productive base of the economy through neither innovation and wealth creation; nor have they fostered the necessary attitudinal shifts and values relevant to sustained economic growth". One agrees with Anya because knowledge has become the most important factor for economic development in the twenty-first century and nations can only ignore it at their own peril (Akpochapo, 2009)

The Developed countries believe in Research and Development (R and D) and consequently they invest heavily on it. It the huge expenditure of developed countries like the united states of America and Europe on Research and Development that explains their enhanced and enviable level of industrialization and self-reliance (Okocha, 2008). He argued further that the huge expenditure on R and D by some fast-developing countries like Korea, India, Brazil, Taiwan, Hong Kong and Singapore explains their current grip on industrialization and self-reliance. Nigeria and other African countries, especially the sub-Saharan ones are not unaware of the importance of Research and Development.

The Organisation of African Unity (OAU) Lagos plan of action for the economic development of Africa in 1980 urged member states "to improve existing and create new funding for the development of scientific and Technological capacities". The Lagos Plan of action also recommended the expenditure of at least one percent (1%) of the GNP on Science and Technology by 1990. The year 1990 has come and gone and the figures available do not show significant improvement on the expenditure of African countries on Research and Development compared with other countries. While other countries like the United States of America, West Germany, Japan and South Korea spend substantial amount of money on R and D, Nigeria spends poorly

far less than 1% of GNP recommended by the OAU (Akpachapo, 2009).Saint *et al*(2003) reported that in 1996 Organization for Economic Co-operation and Development(OECD) countries accounted for 85% total Research and Development investment, China, India, Brazil and East Asia represented 11%, and the rest of the world (including Africa) only 4%. The advance economies enjoy the benefits of Research and Development to invest heavily on it. In contrast, developing countries including Nigeria are to fully appreciate this as they prefer spending more money on sports, cultural festivals and the Military leaving peanuts for Research and Development (Okocha, 2008).The disparity manifests other areas as they relate to research and development. The number of Researchers per million populations in Developed and Developing countries shows one of the disparities and the Table below says it all.

Table 2: Percentage of research and development in selected countries

S/N	COUNTRIES	% ON GNP ON R AND D
1.	Nigeria	0.3
2.	South Korea	2
3.	Japan	3
4.	West Germany	3
5.	United States of America	2-5

Source: Okocha (2008, p)

According to the Table 1 above percentage of research and development in the United States of America is between 2 to 5 percent, West Germany 3 percent, Japan 3 percent, South Korea 2 percent while Nigeria with only 0.3 percent. This shows that, Nigeria has the least percentage in terms of research and development.

Table 3: Number of Researchers in selected countries

S/N	Countries	Researchers Per Million
1.	United States of America	2500
2.	France/UK	1500
3.	Japan	1400
4.	FR Germany	900
5.	Canada	900

6. Chile	246
7. India/China	200
8. Argentina	194
9. Brazil	70
10. Africa	20

Source: Okocha (2008, p)

In a related study, the World Bank (2002) came up with the following figures for scientists and engineers engaged in research and development per million persons, Nigeria has only 15 scientist and engineers engaged in research and development per million persons. The figures for other countries are; 158 India, 168 in Brazil, 459 in China, and 4,103 in the United States of America. The critical mass of scientist, technologist and engineers are crucial for competition, innovative output and break through. If the crucial mass is absent research could easily wither or atrophy. Another area where the different manifest is in the scientific publications. Nigeria's output compared poorly to output elsewhere. Saint *et al* (2003) gave the figures as 711 for Nigeria, 3,413 for South Africa, 14,883 for India, 310 for Indonesia, and 5,440 for Brazil. They opined that Nigeria's low research output is probably a reflection of the low priority accorded research and development by government decision makers. As if to prove this, they said Nigeria's federal university system spends only 1.3% of its budget on research. Bako (2005) is of the view that there is ample evidence to show that research and development generated by Higher education more than anything else, has contributed to the rise and expansion of the world knowledge economy and the establishment of the hegemony of a few countries over the rest of the world in the on-going globalization. Unfortunately for the past one and half decade, Nigerian universities have been expending over 98% of their current expenditure on paying salaries and allowances and 2% on maintaining services, with allocation for research. As for capital grants, 40% is

misappropriated and the remaining 60% is looted through inflated contracts, commissions and kickbacks (Bako, 2005).

Akpochapo (2009) submitted that, with this type of scenario, not much can be achieved and little wonder why Nigeria has stagnated economically if not retrogressing. According to him one can conclude that, the whole idea of research as an academic activity for generating knowledge for economic development is yet to be fully appreciated by the ruling class, the policy makers and university administrators. Bako (2005) says less than 10% of the university based research is funded externally by foreign bodies and the same percentage by the university research boards, if Nigeria hopes to achieve the dream of becoming one of the 20 strongest economies by the year 2020(20:2020), there is need for a paradigm shift on how best to fund research in the universities in particular and in the research Institutes as well. Akpochapo (2009) suggested that, undoubtedly, the major obstacle to vibrant research in Nigerian universities is funding. According to him the June 2001 ASUU/FGN agreement which laid out guidelines for allocating and disbursing funds within the universities assigned 5% of recurrent revenue to research. That is on paper but in reality, the university administrators renege on this. Consequently, the universities must consider new ways of funding research as reliance on government sources lead to failure.Nwakama (2005) is of the view that, Nigerian universities should imitate American universities by having fixed endowments in stock and in investment. The initial funds could be generated from Alumni, friends of the university, parents, industry and government grants. Overtime, the funds swell and proceeds can be used to hire vibrant and productive professors, fund complex research and upgrade equipment and infrastructure.

Table 4: Research Funding in Nigeria Universities by source (1990-2004)

Year	%GDP	Government	Industry	Foreign Agencies
1990	0.01	100%	-	
1991	0.01	100%	-	
1992	0.02	100%	-	
1993	0.02	100%	-	
1994	0.02	100%	-	
1995	0.01	100%	-	
1996	0.01	100%	-	
1997	0.01	100%	-	
1998	0.01	100%	-	
1999	0.02	100%	-	
2000	0.03	100%	-	

2001	0.03	94.50%		5.50%	
2002	0.03	87.94	-	12.16	
2003	0.03	99.91	-	0.09	
2004	0.03	99.93	-0.07		
Average	**%**	**98.81%**	**-1.19%**		

Source: Field work data from NUC (cited in Banji, ND) a research on University Research capacity in Nigeria and the challenges of National Development in a knowledge-based Economy.

According to Banji (ND) from the foregoing, it is clear that the balk of university based research has been self- funded by the graduate students, staff-in-training and academic staff, in fact, over 80 percent has been from salaries and parents. Less than ten percent of the university based research is funded externally by foreign bodies, and the same percentage by the university research Boards.

According to him University research in Nigeria is funded mainly from government purse with no industry support. In a few cases funds have been obtained from foreign agencies. On the whole funding from government is almost 100% as the foreign support is not enjoyed by all universities and in the few cases where they are obtained; it is not a regular annual event. According to him Research funding by government is less than one percent of GDP. The total amount expended on research annually is approximately an average of 0.02% of Gross Domestic Product (GDP). The sum is made up of 98.81% government funding. 0% industry and 1.19% foreign agencies. The amount of research according to him (funding by government is a function of the total funding for recurrent expenditure in the universities which on the average represents 0.38% of GDP). Research funding is part of the recurrent expenditure as noted earlier.He posited that Government funds for the federal universities are channeled through the National Universities Commission (NUC). to the 24 Federal

Universities. These universities are expected to spend 5% of total allocation for recurrent expenditure on research.

Table 5: Research Grant Allocation and Releases from 1987-2003

S/N	Year of Release	Allocation	Amount Release (Naira)
1	1987	12,776,000.00	12,776,000.00
2	1988	20,000.00	17,237,875.00
3	1989	20,000,000.00	20,000,000.00
4	1990	24,000,000.00	22,075,371.00
5	1991	51,266,530.00	16,645,034.00
6	1992	14,500,090.00	17,472,972.00
7	1993	122,182,102.00	122,182,102.00
8	1994	132,231,817.00	98,662,255.00
9	1995	155,534,675.00	73,973,806.00
10	1996	153,842,000.00	50,583,686.00
11	1997	194,013,732.00	122,020,447.00
12	1998	215,618,453.00	149,993,549.60
13	1999	302,735,543.00	183,501,468.00

14	2000	448,127,780	612,666,910
15	2001	206,410,910.00	206,410,619.00
16	2002	nil	nil
17	2003	73,435,618.00	73,435,618.72
Total		**2,146,657,150.00**	**1,799,637,713.00**

Source: Okebukola P. 2004: "Strategies for stimulating Research and Development in Nigerian Universities". In Nigerian University System Chronicle, Vol. 12; No, 2 pp 17-18 (cited in Banji,ND).

According to Banji (nd) in trying to shade more light on the above table he posited that going through the documents from the above statistics were compiled, distinctions could be made exactly between the actual releases and direct research utilization by the universities. According to him from the research Bulletins produced by the National Universities Commission, for example, out of the total fund budgeted for research between 1999 to 2000, less than twenty percent were actually allocated to the NUC by Government, while out of those fund, less than 50% were actually allocated to the universities, and out of this less than 3% of the money are utilized for research. Because of the shortfalls, the universities have been experiencing according to him in the payment of salaries and maintenance services, the bulk of the research grants were vied for this purpose. This is why most of the Nigerian universities find it difficult to account for research money received (Research Bulletin, NUC, January, 1997-2000 to Federal universities).

According to him where he pointed out that, from a survey conducted, less than 10% of the academic staff in the Nigerian universities received research grants in the past one and half decades. Thus, even if the total actual research grants were to be utilized for research purposes only, only N50,000.00 could have each staff received per year between 1994-1996

at University of Ibadan and N33,291 for Lagos university, N66,179 for university of Nigeria and N65,000.00 OR Ahmadu Bello University. If you translate each allocation of each staff into US Dollar, it would add up to less $500.00 (NUC, Research Bulleting, 1997-2000 chapter 2). According to Oyewole (2006) in a study on University of Agriculture, Abekuta, Nigeria. The Funding of research is low and is in line with the general funding status of other universities in Nigeria. This is based on 5% of the recurrent grants from the government for research.From the first time some pressure, the government in its June 2001 agreement with ASUU accepted that there should be some defined guidelines for allocating and disbursing funds within universities. However, this agreement was limited to recurrent, but not capital expenditure which carries over seventy percent of the total funding. The recurrent sectoral allocation should be as follows:

Table 6: Research Allocation Policy in Nigerian Universities

1.	Library	10%
2.	Research grant	5%
3.	Health Services	5%
4.	Staff development	2.5%
5.	Publication	2%
6.	Maintenance	10%
7.	Other charges	5.5%

NUC, 2005(cited in Banji, ND)

According to Banji (nd) the above table indicated that higher education institutions in Nigeria do not yet possess adequate research capabilities, and funding needed to make them active beneficiaries of global knowledge and/or to generate or adapt knowledge, innovation and problem solving. Higher education institutions in Africa face critical shortage of staff to adapt and generate knowledge and innovate. The percentage allocated to research is grossly inadequate. These findings agree with Donwan (2006) and Oyewole

(2006) that theirlittle investment in research and innovationparticularly in high priority areas, such as agriculture and natural resources, applied science, engineering and technology, limiting their capacity to meaningfully contribute to Africa's development and integrate themselves to the global knowledge networks. These circumstances seriously constrain in the building up of those elements of national innovation systems that are so essential for increasing national productivity- research, university trained researchers and professionals, graduates with advanced technical and managerial skills, and dynamic university-industry linkages.

Table 7: University Research Output Ranking in Nigeria

Position	**Score**
1st Obafemi Awolowo University, Ile Ife(200)	
2nd Federal University of Technology, Akure	(186)
3rd University of Ibadan	(154)
4th University of Lagos	(144)
5th University of Agriculture, Abekuta	(74)
6th University of Illorin, Illorin(62)	
7th University of Benin, Benin City	(50)
8th Nnamdi Azikiwe University	(44)
9th Rivers State University of Sciences and Technology, P/Harcourt	(32)
10th University of Calabar, Calabar	(30)
11st Federal University of Technology, Owerri	(22)
12th Ladoke Akintola University of Technology, Ogbomosho	(22)
13th Abubakar Tafawa Balewa University, Bauchi	(18)
14th University of Ado-Ekiti, Ado Ekiti	(18)
15th University of Uyo, Uyo	(14)
16th University of Agriculture, Makurdi	(12)
17th Delta State University, Abraka	(12)
18thNasarawa University, Keffi	(12)
19th Abia State University, Uturu	(12)
20th University of Maiduguri	(10)

Source: Field visit to NUC (NUC,2005). (Cited in Banji, ND)

Banji (nd) posited that, according to the NUC (2005) the Faculties that excelled in research in the top three universities were as follows:

Table 8: Ranking of the Departments in the Top 3 Universities

Position	University	Faculty	Score
1st	Obafemi Awolowo	Science	68
2nd	Obafemi Awolowo	Agriculture	38
3rd	Obafemi Awolowo	Engr. Design & Management	36
3rd	Obafemi Awolowo	Pharmacy	36
4th	Obafemi Awolowo	Technology	18
5th	Obafemi Awolowo	Social Sciences	4
6th	Obafemi Awolowo	Law	2
1st	Federal Uni. of Techo. Akure	Agric. Technology	104
2nd	Federal Uni. of Techno. Akure	Sciences	74
3rd	Federal Uni. of Techno. Akure	Environmental Tech.	4
4th	Federal Uni. of Tchno. Akure	Engr. & Engr Tech.	2
5th	Federal Uni. of Techno. Akure	Mines & Earth Science	2
1st	University of Ibadan	Agric. & Forestry	42
2nd	University of Ibadan	Public Health	34
3rd	University of Ibadan	Science	26
4th	University of Ibadan	Pharmacy	4
5th	University of Ibadan	Clinical Sciences	12

6th	University of Ibadan	Medical Sciences	10
7th	University of Ibadan	Education	8
8th	University of Ibadan	Dentistry	4
9th	University of Ibadan	Vet. Med.	4

Source: Field visit data from NUC (Cited in Banji, ND)

According to Banji (nd) that the above table confirm NUC evaluation of 65 universities on the quality of scholarly research output measured according to scholarly articles published in high class international journals which made significant contribution to global and National development and published in Journals with editorial offices in North Africa, Europe, Australia and Asia. In addition, according to him their contents were abstracted in scholarly indexes and physically sighted by the NUC teams became eligible for scoring.

According to Banji (nd) this NUC rankings of university research output mask two very important point. "First, the international ranking of the Nigerian Universities research in individual disciplines and their declining trend over the period. Secondly, the massive decline of active and regular national Journals within the universities". Both facts according to him were revealed in a study incidentally conducted by the Executive Sectretary, Peter Okebukola in 1998 in respect to published works in three international science education Journals, namely the Journal of Research in Science Teaching published by John Wiley and Sons as the No. 1 Science Education Journal in the world. Science education also published by John Wiley and Research by Corfax (UK). All the issues of the Journals from 1962 to 2001 were surveyed and its frequency of authorship/co-authorship off published articles by researchers in Nigerian Universities was recorded.

Table 9: Ranking of Applied Research Output of Nigerian Higher Education

a. Overall Prices
1st University of Agriculture
2nd Obafemi Awolowo, Ile Ife
3rd Federal University of Technology, Owerri
b. Federal University Prizes
1st University of Agriculture, Abekuta
2nd Obafemi Awolowo University, Ile Ife
3rd Federal University of Techonology, Owerri
c. State University Prizes
1st Olabasi Onabanji University, Ago Iwoye
2nd Ladoke Akintola University of Technology, Ogbmosho
3rd Cross Rivers University of Technology
d. Private University Prizes
1st Bowen University, Ogun State
2nd Benson Idahosa University, Benin City
3rd Madonna University, Okijja
e. Inter-University Prizes
1st National Mathematical Centre, Abuja
2nd Nigerian French Languages Village Badagry, Lagos
3rd Nigeria Institute of Nigerian Languages

Source: Okebukola (2002)the State University Education in Nigeria, NUC Abuja Nigeria. pg. 50.

The above table shows Ranking of Applied Output of Nigerian Higher Education Instititutions. It started with the Overall Prizes won by Univrersity of Agriculture, Abekuta as the first followed by OAU and then FUT Owerri. In the Federal University Prizes Uni agric, Abekuta, followed by OAU then FUT Owerri. In State University Prizes category OOU, Ago Iwoye come first followed by LAUTECH, Ogbomosho and the CRUTECH. Private University category Bowen Universirty comes first followed by Benson Idahosa University then Madonna University. Nsational Mathematical Centre Cmae first in the Inter-University Prizes category followed by Nigerian French Languages Village Badagry the Nigerian Institute of Nigerian Languages.This shows how Federal Universities dominated the first and second category of the Prizes which clearly indicated that research ouput in Federal universities in Nigeria is improving.

According to Banji (nd) at the second level, active journal in science education within the Universities were studied. From 22 active journals examined from 1962 to 1988, less than one quarter survived. This low research output probably reflects to low priority accorded to research and development by government. The picture of the research trend in Nigerian universities according to him can be glimpsed from the previous deliberations. The bulk of this research is neither related to nor determined by the demand and priories of the Nigerian economy, society and polity.

According to Bamiro (2012) in trying to answer what are HEIs for; noted that the following submission by the organizers of the Going Global 2013 Conference under the theme - *Global Education: knowledge-based economies for 21st Century nations*- has partially answered the question and He quotes:

In the 21st Century, knowledge based economies will create the wealth, prosperity and Well-being of nation. Research and Tertiary education systems are primary drivers of these, playing three key roles. They produce cutting edge knowledge; they exchange and apply that to drive innovation; and they educate and skilled knowledge workers. For these three roles

to build knowledge in a globalized world, they must themselves be globally connected. Cutting edge research requires world-class Research partners from across the globe; major innovation requires not only researchers but also businesses and investors to collaborate across national boundaries knowledge workers need to develop international competencies and skills Effective in the future world.

2.6Funding and the provision of infrastructural facilities in Nigerian Universities

According to Aminu (1986) and Ade-Ajayi(2003), funding has a crucial role to play on quality of academic programmes. In the same vein, Hallak (1977), Aghenta (1993) Adeyemi and Igbineweka (2000) emphasizes the different categories of physical facilities on the quality of academic programmes. These Scholars according to their views inadequacy of any category of these physical facilities could lead to overcrowding, stress, unruly behavior, distractions and gradual decay of symbolic things that help pattern human behavior. When these infrastructural facilities are inadequate teaching and learning is impaired. This implies that the quality of academic programmes is adversely affected.In the area of plant management, Ijaiya (2001) observed that, Nigerians have not yet developed the culture of maintaining facilities, especially public utilities. Aminu (1987) accused universities of poor strategic planning in its physical development. He further observed that large part of the capital fund in some Nigerian universities is tied to useless uncompleted projects that litter the campuses with most of them over designed, grandiose and were stated without proper financial planning. He added evidence of regrettable inefficiency, neglect and in some cases gross lack of care in the Nigerian university system.

The NUC (2006) reported that the presidential panel that looked into operations of all federal universities between 1999 and 2003 revealed that academic and physical facilities at the universities were in deplorable states with insufficient lecture theatres/ halls, laboratories and so on. Thus, one begins to wonder how some of this universities scale the accreditation hurdle. That is why Ijaiya (2001) opined that, the quality of education being

provided for the Nigerian child has become a source of concern and lamented on the rot in the educational system. Also, Adeyemi and Igbenewaka (2000) observed that mismatch between growing enrolment and provision of facilities especially in respect of seats for student's leads to overcrowding. He added that overcrowding creates undue stress on available space and results in the creation of crowdy behavior, hanging outside the classroom and obscene activities around school premises. All these have negative effect on teaching and learning.

According to Okigbo (2002), the Nigerian university system has grown from infancy through adolescence to near maturity and finally to decay all within a space of short-time. He further buttressed his assertion by saying that Nigerian universities as a whole have lost their focus lost touch with the needs of the surrounding society and proven themselves incompetent to cope with the changing environment. In the early 1970s, according to Kayode (2000), the university provided a lever for Nigerian undergraduates to uplift their future career to an unimaginable level. They were accommodated in a hotel environment of at least onestar grade. They received close educational attention including tutorial classes of small groups as a result of which their academic lives were rich and rewarding.

For the staff of the university then, a university Senior Staff was provided with good furnished accommodation, had his own car and generally enjoyed an enviable standard of living. Today, things are no longer the same in Nigerian universities as quality of university education seems to be under serious threat. Experience has shown that the "hotel" accommodation of those days has now has now become overcrowded hostel where a room meant for two is shared by up to six. But even this crowded facility is for the lucky few. The classrooms are overflowing with students and tutorial classes are out of the question compared with yesterday the Nigerian university teacher's lot is drastically poorer. The Nigerian university teachers for example earn the lowest remuneration compared with their colleagues in other African countries (Kayode, 2003). This explains the continuing massive

brain drain and low morale among those who remain, but resulting in a substantial reduced quality of academic life. All these bothers down on poor funding, infrastructural decay and unstable academic calendar due to epileptic closure and reopening of universities arising from protracted incessant strikes actions by staff and students unrest (Babatope, 2009).

Nwakaudu (2015) writes in an article for THIS DAY LIVE in trying to bring out the current situation of infrastructural development in Nigerian universities as an effort of the incumbent administration's commitment to uplift university education in the country. According to him,it has become stereotypical for Nigerian commentators to deride the nation's public universities, especially the levels of these citadels of learning. Most of the times, these commentaries are not based on the facts on ground at the respective universities. In other words, the ingrained criticisms are based on the perception of the individual analyst, who often premise their conclusions on hear-say information. To say that the Nigerian university system does not have infrastructural deficits will be to play the ostrich. But for anyone to deliberately ignore the massive improvements in the nation's university, especially in the area of physical infrastructure, will be to say the least, uncharitable. He goes further to clarify that, as has been stated in previous conversations, whatever analysis that is made regarding the nation's education sector must be placed in the right context. Which is the scenario before President Good Luck Jonathan assumed office and what we have on ground today. Also to be placed on the table for analysis should be the commitment of the Federal Ministry of Education and that of the key agencies of government, such as the National Universities Commission (NUC) and the Tertiary Education Trust Fund (TETFund) to the realization of the key development goals of the administration.He posited that, the massive infrastructural development in Nigerian universities in the last two years by the key agencies of the Federal Government has touched both federal and state institutions.

It has been planned and regulated deployment of resources to ensure that public universities in the country meet international standard. Key areas that have benefited from action plan clearly spelt out in the Federal Ministry of Education Action Plan, tagged "The four-Year Strategic Plan, 2011-2015", include, the construction and improvement of classrooms/lecture theatres, the construction of new and improvement of existing laboratories, the construction and improvement of libraries and construction and improvement of administrative blocks to accommodate more administrators and academic staff.

The implementation of these programmes has been quite progressive because top education technocrats from the universities, the NUC, TETFund and the Federal Ministry of Education had been involved in the making of the four-year-strategic plan, which has access and quality as its main focus. The plan details the implementation strategies that should be adopted to achieve these goals. The federal government has religiously followed the plan. According to him, the development of infrastructure in the nation's public universities in the course of last two years by agencies of the federal government has been across board. The state universities have been carried along all the way. That is why according to him there is no single university in the country today where you don't have a major infrastructure by the federal government completed or nearing completion. He posited that, successes have been recorded in the areas of development of physical infrastructure in the nation's public universities because of the commitment of inspectors and monitors of projects sourced from the NUC, TETFund and the Federal Ministry of Education. It is a circle of monitoring and evaluation process, aimed at ensuring that no contractor does a shoddy job and the nation gets value for money.

He goes further by saying that, aside the regular infrastructural development embarked upon by the federal government in the last two years to improve the infrastructural standard of the nation's universities, the administration implemented the High Impact

Programme aimed at making selected public universities in all the six geopolitical zones, celebrated centres of excellence N72 billion has been invested in this laudable project. He stressed that, fourteen state and federal universities have benefitted from this programme. According to him, in 2013, N25 billion has been committed to the High Impact Projects in the selected universities. Since 2010, the following universities, state and federal, have benefitted: University of Jos N3 billion, North-east: ATBU, Bauchi, N3 billion, North-west: Bayero University, Kano, N3 billion, South-east: Federal University of Technology, Owerri, N3 billion, South-south: UNIPORT, N3billion, South-west: OAU, Ille Ife, N3 billion. In 2011, the following benefitted: North-west: Usmanu Danfodiyo University, Sokoto, N3 billion, South-south: Niger Delta University Amssoma, N3 billion. The 2012 figures according to him were as follows: North-central: Benue State University, Makurdi, N3 billion, North-east: Modibbo Adama University, Yola, N3 billion, North-west: Kebbi State University of Science and Technology, Aliero, N3 billion, South-east: Anambra State University, Uli, N3 billion, University of Calabar, N3 billion, South-west: University of Lagos, N3 billion.

From the figures above according to him, it is clear that Jonathan administration has never discriminated against the state universities. The reason being that the students of these institutions are Nigerian and they deserve no less. He states that another major infrastructural milestone recorded by the Jonathan administration since 2011 has been the Nigerian Universities Electronic Teaching and Learning Platform. The first phase of this programme has been successfully implemented in 12 Federal and State Universities. The focus of this infrastructural masterpiece is to enhance the use of ICT in the education process and enable remote learning and exchange of information among institutions. Under this programme, each of the 12 public universities has access to local digitized content through the virtual library and also, they have access to books donated to the university by federal government, her agencies and spirited individuals.In another development, according to him, there has also been collaboration between the federal government and

the World Bank, via the STEP B project, to develop centres of excellence in science and technology in selected universities across the zones. These universities include: University of Nigeria, Nsukka that has received $4.5 million for technical and vocational studies, University of Maiduguri, $5.6 million for environmental studies, Federal University of Technology, Minna, $5.5 Million for Vaccine and Drug Development; Federal University of Technology, Akure, $4.5 million for food security, and University of Calabar, $4 million for Infectious diseases. Others are Usmanu Danfodiyo University, $4 million for Renewable Energy, University of Lagos, $5 million for multimedia and cinematography, and Obafemi Awolowo University, Ille-Ife$5 million for Software Engineering.

These core scientific and technological infrastructures have been developed to make Nigeria competitive in the International community in a few years.He buttresses his points further in stressing that it is no longer news that the Jonathan administration has established 12 new federal universities. Nine are already in full swing with academic activities, while the last three will start academic activities next year. These new federal universities all had take-off grants for mass infrastructural development, unlike some other universities according to him established during the previous administration that were not offered take-off grants and therefore, had to start academic work on very shaky infrastructure. Supervising Minister of Education, Mr. Nyeson Wike, in an inaugural meeting with heads of Parastatals and Directors of the Federal Ministry of Education, stressed that the tempo of infrastructural development will be enhanced in the coming weeks and months to ensure that Nigerians get a university system of their dreams.

The N100 billion Needs Implementation Funds to improve infrastructure in the state and federal universities is a case in point. Every single university in the country has been fully captured in the framework to drive the most massive infrastructural development of public universities according to him “ever witnessed in the nation’s history”. The advantage of this

new initiative is that this process will be sustained over the next few years. To begin with, the multiplier effect of the new programme in communities where these schools are located cannot be quantified. The commitment of the federal government to the nation's public universities is total and source of this unwavering dedication to the growth of our universities is easy to decipher. According to him "the President himself was a university teacher and therefore, understands the needs of these schools. He pointed out that, what must be understood by stakeholders not conversant with developments in our public universities is the fact that the rot in these institutions was unimaginable before the administration took over. This is the same scenario all through the education sector. The successes recorded according to him by the administration in embarking on the first major wholesale revival of infrastructure of public universities will be better appreciated if viewed from these lenses.

He conclusively admitted that, what has been done in these pieces is to point out with hard facts measures taken by the Jonathan administration to re-position the infrastructure base of our public universities. On ground, every Nigerian associated with these schools appreciated the efforts. It is ongoing and the commitment for sustenance is visible. It is not a case of vain promises, but projects executed and others being executed. Those who made unfounded declaration according to him to do so because they are unwilling to leave the comfort of their arm-chairs or prefer to find solace in the old-fashioned cliché: 'gorment no dey do anything'. The infrastructure base of our public universities has witnessed the most profound positive touch under President Jonathan. The facts speak for themselves.

2.7 Funding and the Provision of Instructional Materials in Universities Nigeria

There was a study carried out by Jekayinka (1993), Suleiman and Atiku (1997), and Ajayi and Ayodele (2001), proved that, adequate supply of instructional resources has significant effects on students' performance and enhances the effectiveness of instructional delivery

and supervision. According to Uzeegbu Nbadibe and Anulobi (2013) posited that, seeing, touching and listening which are characteristics of instructional materials are gateways of human learning in this 21st century. On their part Aramide and Bolarinwa (2010) opine that instructional materials have the potential for enhancing student's learning its role in teaching and learning is one of the most and also widely discussed issues in contemporary education policy. Education in this age according to them has become widespread and as such, exclusively oral teaching cannot be the key to successful pedagogy. To make teaching and learning interesting the teacher has to use instructional materials. According to them instructional materials refer to any device used to assist the instructor in the preparation for a lesson, teaching of the lesson and facilitate students' learning of the subject matter.However, there seems to be in Nigerian schools an alarming shortage and even complete absence of instructional materials. Shaddy (2008) observed that, the use of instructional materials is affected by their availability and ease access.

Adeyanju (2003) cited in Uzeegbu*et al* (2013) on his study on teacher education and use of instructional materials reveals the poor skills of Nigerian teachers in using instructional materials for teaching. Yet, the work of Abubakar (2010) observes six school libraries in Nigeria: Abia State University Uturu; Ahmadu Bello University, Zaria; Bayero University, Kano; University of Ibadan; University of Maiduguri; and University of Nigeria, Nsukka have from chalk and maker boards, computers, CD-ROMS, Internet, e-mail, microfilm, microfiche, video tape and slide projectors as available instructional materials and apply them in whole class theoretical teaching, small group theoretical teaching, whole class practical training as well as small group practical training.

The use of instructional materials by social studies teachers or those teaching related courses is a necessity for teaching and learning to become pleasant (Jimoh, 2009). According to them, more so, it is now a common knowledge that advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as

the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively. They go further to stressed that such technological breakthroughs, which include all networked and non-networked projected and non-projected; visual, auditory, and audio-visual electronic materials are important landmarks in knowledge transfer.Adekeye (2008), Mundi & Alfred (2006) and Bozimo (2002) cited in Uzeegbu*et al* (2013) posit that instructional materials useful in the field of social science are human voice, tape records, radio sets, pictures or photographs, maps, charts, graphs, diagrams, chalkboards, sketches, atlas, paintings, television, computer sets, fieldtrips, video records or cassettes, projectors, textbooks, magazines, journals, newspapers, pamphlets, encyclopedia and other forms of text materials. These according to him are all embodied under audio, visuals, audio-visuals and print resources. Relatively, library and information science, essentially as part of social sciences, is an interdisciplinary field that applies the practices, perspectives, and tools of management, information technology, education and other areas to libraries; the collection, organization, preservation and dissemination of information resources; and the political economy of information (Osagie, 2003) cited in Uzuegbu et al (2013).Thus, the same instructional materials adopted in other discipline are applicable to it. However, , researchers have accepted that the use of instructional materials is *sine qua non* in affecting behavior of learners of every field (Adekeye, 2008; Nwanna-Nzewunwa , 2003; Bozimo, 2002; Greenwood Electronic Media, 2001; Koert, 2000; Aguokogbuo, 2000).

UNESCO (1998), further stressed that monitoring of learning achievement report on the available instructional materials in the 960 primary schools across the country revealed that chalkboard and chalk were the only materials, reported as being adequately available in the schools. Ajayi & Ayodele (2004) further explained that the situation in secondary schools to some tertiary institutions are not much different as can be judged from the availability of basic instructional materials such as lecture rooms, office accommodation, Laboratories,

workshops, sporting facilities, equipment in Libraries and so on. The World Bank (2002) also noticed a correlation between economic development and the development of university education and that enrolment ratio in university education is one of the indices of development. The quality of education is often a reflection of the performance of university graduates in the labor market which is also dependent on the quality of academic programmes and provision of instructional facilities provided by the various universities.

In the last two decades, university education in Nigeria has witnessed exponential increase in student's yearly enrolment. This has led to the establishment of more institutions and the employment of more teaching and non-teaching personnel, thus increasing cost of education. The non-corresponding expansion in facilities, equipment and material resources has resulted in the gradual collapse of the university education system. According to Babatope(2009), various scholars like Psacharopoulos (1993), Aghenta (1993), Adeyemi and Igbeneweka (2000) emphasizedthat the significance of various categories of physical facilities towards the quality of education at the different levels of the educational system. Hallak (1977) identified school buildings, classrooms accommodation, furniture, libraries, laboratories, recreational equipment, apparatus and other instructional materials as contributing to academic achievement. There is an upsurge the student's enrolment in Nigerian universities has increased from over 2000 in 1962 to 720,235 in 2006 (NUC, 2006). The universities need to be more relevant and the public-private partnership (PPP) needs to be strengthened. Nigerian universities should also approach foreign bodies that are favorably disposed toward research. At present four Nigerian universities- Ahmadu Bello University, Bayero University, Universities of Ibadan and Port Harcourt are benefiting from 200 Million Dollars international funding for African Universities by MacArthur and Carnegie organizations. The Funds have the promise of providing new laboratory and library equipment, internet facility, computers, strategic plan, new sources of funding research and

staff training. There are other bodies like Rockefeller Foundation, Ford Foundation, UNESCO, and the World Bank that can be tapped.

The leadership of the Universities has to be more aggressive in the provision of internet facilities and ensuring connectivity. Nigeria and Africa are at the bottom of the ladder in a technology-driven world. Nigerian Researchers are in a global competition in the twenty-first century with 19th century tools as Nigerian university libraries are filled with obsolete titles (Akpochapo, 2007). Elsewhere, in the advanced countries emphasis is on virtual libraries which are defined "libraries in which computer and telecommunications technologies make access to a wide range of information resources possible (Angaye, 2005). The NUC alerted the nation when it said that "less than 20% of nation's varsities have access to ICT. The NUC further added that a prediction to the alert that it will take Nigeria between 20-35 years to catch up with the situation in the United States of America. According to Akpocahpo (2009) "one can add 20 to 35 years' period is possible if we start now to appreciate and provide internet facilities and connectivity. ICT is a sine qua non in research and development.

2.8 Funding and Staffing in Universities in Nigeria

Major problems universities in Nigeria faced in the last 30 years have included incessant strikes by teaching and non-teaching staff. The agitations have been for better conditions of service and improved infrastructures. Over the years, the hitherto mutual co-existence and respect for each other's profession enjoyed in the 60s and 70s diminished. This, in addition to the recent introduction of differential salary scales has created a tendency towards polarization of the university staff markedly into academic/non-teaching staff Levinson (2008); Fatunde (1995); Makanjuola (2008). On the other hand, with increase in knowledge driven, economy, the private sector has been seriously competing with institutions of higher learning for man power. Consequently, there has been a reduction in the ability of the universities to attract and retain top graduating students. Over the years, the relatively poor university salary structure caused some of the best candidates from the universities to drift

to industries and the universities had no option than to recruit or incorporate less brilliant but qualified applicants at their disposal. Furthermore, the passion for choice of lecturing as a career in the university by the best/first class graduates in the past has been eroded by the love for money which is now widely embraced in the country Utile (2008) Ogu (2008).

The general problem in Nigerian Universities Today Shortage of academic Staff that is unavailability of academic staff in the required quantity. The university visited revealed that the shortage of staff is to the extent that advertisements were placed for some courses but there was no response (i.e there will be no applicant) especially in certain departments. The Director of Academic Planning in some of the universities said notices were sent to old universities to send their graduating students from postgraduate college to their institutions for appointment but none was received. Also, some private universities although have enough fund but no staff to recruit. The survey finally showed that Nigerians are good at planning but the execution is a problem and Human lapse at times lead to problem in planning (Funmilayo, 2014). According to Anijaobi-Idem &Archibong (2012), revealed that, to cope with the increased enrolment and adequately provide staff for their programmes, universities have had to employ more academic staff on contract, adjunct or permanent basis.

According to Aluedeet al (2012), in addressing staff inadequacies pointed out that a major factor to achieving the mission and the vision of any university system is the lecturer. According to UNESCO (2004) cited in Okebukola (2008) there is a plethora of evidence suggesting to that teacher quantity, quality and motivation exert noteworthy effects on a host of school variables. He went further to outline the school variables to include enrolment, participation and achievements of pupils (university students in our case) According to Federal Ministry of Education (2009), the total number of academic staff in the Nigerian university system as at 2006 is 27394, but about 50,000 (meaning a short fall of 19,548 academic staff) is required for effective course of delivery across the disciplines. The

implication of this obvious short fall in the number of academic staffs can further lead to low productivity and decline in the quality of teaching in the Nigerian system (Federal Ministry of Education, 2009; Okebukola 2008).

Aluede*et al* (2012) in stressing down the number of supportingstaffs in Nigerian University system that it is well reported that there is inadequate academic staff in number and quality in Nigerian university system. Most authorities of our universities complain of lack of funds for their inability to recruit more and competent academic staff. As already noted, this has led us to have 27,394 academic staff (as at 2006). But about 50,000 academic staff is required for effective course delivery across disciplines in the Nigerian university system. If funding is the issue, one is usually at a loss to observe that out of the total staff strength of Nigerian Universities which is 99,464 less than 30% are academic staff. It is well known fact that the non-academic staff numbering 72,070 in the Nigerian University System does not contribute meaningfully to the realization of the goals of tertiary education, which primarily are teaching, research, community service dissemination of new and existing information and seeing a store house of knowledge. If the number of non-teaching staff is considerably downsized, a huge amount can be directed to expand the facilities in our universities to accommodate more students.As observed by Lu, Finley and McCormack (2009), within the key capacity building of education, it is teachers who make information alive and empower students, the leaders of tomorrow. With ICT, teachers are able to teach, communicate, maintain good records and evaluate any group. According to them, ICT helps to enhance effective teaching, learning and research. It helps to reduce distances, virtually, if not physically thus providing greater access to and input into the world of international scholarship.

Aguela (2007) reports in his study that only 16% of Nigerian university lecturers indicated that they will use ICT tools in teaching, while 84% were uninterested in the integration of ICT in teaching and learning processes. Nigerian university system can increase ICT acceptance

by making mandatory training in ICT a condition for career advancement among university academic staff. If Nigerian universities lecturers become highly proficient in ICT and embrace online teaching, students can effectively receive lectures conveniently in their homes, even while relaxing. Thus, teaching and learning will not be restricted to classrooms wall. Through this process, there will be greater access to university education. Admission will no longer be restricted to the immediate facilities, such as number of classrooms, lecturers or facilities which are now the immediate conditions for determining admission quota for respective universities.

In contemporary times, the change in career progression among university academic staff has been of great concern to the university authorities and faculty members. The reasons for this change include; the quality of graduates recruited and the quantum and quality of scholarly publications, staff motivation and stringent conditions contained in the promotion guidelines. In the past there were conducive teaching/learning atmosphere and favorable attitude to university dons by the government probably because of their limited number, presently, graduates prefer to work in banks, industries and multinational companies, for better remuneration and fulfillment. These organizations entice them with huge salary packages and better working conditions, leaving the university at the mercy of those who are academically 'average or sometimes below average' Odetunde (2004); Ogu (2008), these people sometimes proceed to post-graduate studies and opt to secure a place in their department after graduation. They may be financially incapacitated to continue with their postgraduate studies and later move to non-academic streams (Administrative) of the university community. Here they work for a while and put in for their postgraduate studies thereafter. This they do with the hope of changing to academic unit later. The aftermath of the scenarios includes the reduction in the quality of graduates being produced Braimoh (2005); Odetunde (2004).

Many of Nigerian Universities lack lecturers in the right quantity and quality. A report on labor market prospects of Nigerian graduates according to Ajayi (2004) showed that employers do complain about the output of Nigerian Universities that they are poorly prepared for work. Many university graduates are being viewed as half-baked. It is considered expedient here to X-ray some of the major factors militating against quality assurance in Nigerian Universities. According to Abubakar (2010), some of the reason for low level of quality assurance in Nigerian universities is a severe shortage of teaching staff. Report from NUC (2006) shows that only 16,856 out of 72,704 staff in the federal universities is academic staff. Many universities in Nigeria are bottom heavy in terms of academic staff mix.

The governing council is charged with the general control (including appointment and promotion of staff) and superintendence of the policy, finances and property of the university. In order to do this, it sets up a committee which comprises the following members; chairman of the council, the vice chancellor, one senate member who must also be a member of council and at least two members of council who are drawn from the university community. This is a powerful committee of decision-making status, it hammers out all budget proposal discusses all promotions and appointments and conditions of service of university staff before tabling them in council for validation. The senate is the academic touchstone of each university and is in charge of all matters which deal with academic duties it controls teaching, research, admission, discipline of students, examination, the organization of halls of residences and the award of degree (Federal Ministry of Education, 2003).

According to Arogundade *et'al* (2003) who lamented that, although many challenges are still facing these institutions such as inadequate funding and facilities; others include circular that are inadequate to meet the challenges of nation building, inadequate and inappropriate staffing (especially among the lecturers) cultism and low moral and academic standard

among students. Higher education in Nigeria currently depends almost exclusively on the government subsidies. There is therefore need for fundamental reforms of the higher education system. In order to avert these problems, Akingbola (2006) asserts that the Nigerians must start with good and targeted policy to return higher education, citing the policy of autonomy for universities announced in July 21, 2000, the national summit of higher education in March 2002 and the reform led by the former minister of education, Ezekwesil, Oby as right steps to establish a world-class higher education system. Akingbola posits that policy promoting university, autonomy, giving university governing councils the responsibility for institutional governance, the appointment of key offices, and restricting the powers of the National universities commission (NUC) and also among others should be given priority.

The politicization in the appointment and succession process of the Vice chancellor, council members and other principal officers in our tertiary institutions has been observed by education stakeholders and the public in Nigeria as pitiable enough. The powers of council are consciously or unconsciously transferred to a single individual (Minister or Commissioner for Education) when council is not in place. How then can we really talk of real reforms in the face of unlimited pressure mounted on that individual? The government by right gives policy guidelines and directives to university governing council for her who pays the piper they say, dictate the tune, unfortunately some of these polices and directives (which may be at variance with the norms, tradition, autonomy and peculiarities of the affected institutions) are handed down without enough consideration and consultation resulting in undue interference. There is also the fear of insecurity of appointment because staffs of tertiary institutions are sometimes rationalized according to whims and caprices of government. Government has also on occasion deemed it fit to discipline staff even above the heads of governing councils who are the statutory employers (Onyeonoru, 2001). However, from all indications, it can be concluded university governing council has not been

well-positioned to effectively and efficiently influence reforms in our universities (Arogundade et al, 2003). Accordingto Arikewuyo (2005)

> …the third contentious issue between the government and ASUU is that of Conditions of service of academics. This area covers such as salary and all-owances, retirement and pension, appointment, discipline and promotion of staff, etc poor condition of service are often reflected in such ASUU slogans such as"My boss is a comedian, the wages he pays are jokes "My take-home cannot take me home

It has been asserted that what academics are paid in Nigeria represent 0.0005 of the pay of their colleagues in Botswana (Onyeonoru, 2001) and even in Ghana (Asobie, 1996). Arikewuyo (2005) further posited that, as a matter of fact the Federal Ministry of Education (2003) reported that public Universities in Nigeria remained closed for an accumulate period of about 33 months due to progressive reformulation of collective bargaining issues by university staff unions, of course, poor pay has led to the brain drain syndrome in the university system, indeed according to the Federal Ministry of Education (2003), there was a total of 18,328 academic staff to look after 433,871 students and by NUC staffing norms, a total of 33,951 should be in the system. Therefore, the academic staff shortfall was 15,718 (46%) in the Nigerian universities in 2000. One of Nigeria's reliable scholars also captured the picture of Nigerian universities in this way: Finances in shambles Olorode (2001), universities suffered from arbitrary governance… rather than being a place where justice and truth are to be nurtured, promotions was earned through sycophancy and the admission procedure became systematically bastardized as wives, children and cronies of vice chancellors had their own admission quota without reference to the established procedure. University governance became unpredictable and university).

According to Bamiro (2012) in addressing the staffing situation in the Nigerian universities submitted that, one of the critical issues facing the Nigerian universities is the Staffing situation which has been compounded by the rapid rate of establishment of Universities in the Country in the fast few years. The academic staff situation poses serious challenge to the

quality of programme delivery. According to him, the total enrolment for the different programmes and the levels in the university system during the 2006-2007 session was 1,096,312 with the Federal Universities accounting for 56% of enrolment, State Universities 37%, and Private Universities 3% only. The Total Staff strength of 27,934 translated to a student's/academic staff ratio of 40:1 globally. Private had the lowest ratio of 19.2 while the State Universities had the highest ratio of 59.1. These figures according to Bamiro (2012) show the rather poor staffing levels of the universities, particularly the State universities. The Executive Secretary of NUC put the situation as follows:

> 27,39 academic staffs within the University system as at 2006 comprising Federal 17,836 (65%), State-7,586 (28%) and Private 1,972 (7%). Of theseProfessor/Reader cadre constituted just 5,483 (20%), Senior Lecturer Cadre 6,475 (23.6%), while Lecturer 1 Cadre constituted 15, 436 (56.4%). Computation using current approved student/teacher ratios however indicates that The Nigerian University system requires a total of 34,712 academic staff for
> Effective course delivery across the disciplines.

Bamiro (2012) lamented that, the above figures showthat the system recorded a short fall of 7,318 academic staff to adequately take care of the programmes being run as at 2007. With the establishment of close to 42 additional universities since 2007, the staff situation must have worsened due to the fact that most of the new universities have basically been poaching staff mainly from the 1st and 2nd – generation universities while the rate of production of Ph.D. graduates with interest in academia has been rather low. One of the key issues generating debates in NUC in respect of staff quality is the policy of NUC that Lectures in the university must possess Ph.D. Degrees. He explained further by saying that, the possession of PhD degree by Lecturers has become the recognized currency for stay in the Nigerian academia.

Although according to him the timetable set by the NUC for the universities to comply with this directive has been shown to be very unrealistic, there is no denying the fact that the

initiative is aimed at seeing that the Human capital possesses evidence of competence in teaching, research and, possibly innovation. According to him the centrality of research in any academic settings cannot be faulty. So also, the use of a PhD degree as a pseudo-measure of not only the research capability of a staff but, to some degree, teaching quality, as one reinforces the other. A survey of some universities (Bamiro, 2009) showed a variation in the percentage of staff having Ph. D degrees from as low as 5% to the highest of 68%. It also varied from faculty to faculty as it is shown for the case of University of Ibadan. Perhaps the University with the highest percentage of staff with PhDs in the country. It can readily be seen that only about one out of two academics had a Ph.D.

According to Otukunefo (2013) in trying to shade more light on the just concluded ASUU and other Unions strike in the Nigerian University system lamented that, it hinges on poor or inadequate remuneration. ASUU demands for higher wages and other union's demands for parity. He goes further to ask certain questions; Are Nigerian Lecturers underpaid *vis-à-vis*the other group of workers in the Country? How do Lecturers fare in other parts of the world in comparison to other profession? He cited an example with the system in the United States to enable answer the questions. Analysis of information form the National Occupational Employment and Wage Estimates in the United States (2008), PayScale salary survey for industries in the United States (2009) and salary averages by rank and sector carried out by the American Association of University Professors (AAUP) 2007-2008 shows the relationship between the average salaries of employees in some key industries in the American labor market. Among the Institutions surveyed, workers in the Health industry appear to be the highest paid with the surgeons earning an average of about 206,000 USD.

Workers in in the banking industry appear to be the least paid with the branch Managers on the average earning about 60,000 USD at the upper end of the salary scale. The same trend seems to be reflected at the entry level (lower end of the salary scale) for the two industries with the bank teller earning about 23,000 USD while medical laboratory technologist earns

about 54,000 USD. Workers in the University system and the oil and gas industry appear to earn salaries in-between these ranges. In the educational system the University teacher seems to occupy a very respectable position among the workers surveyed in the United States with the Instructor earning about 44,000 USD at the entry level while the Professors earning about 110,000 USD on the average at the highest echelon of the salary scale. The Polytechnic teachers appear to earn 35% less salary than the university teachers with a professor earning an average of about 72,000 USD (approximately 65% of the university professor salary). Deductions from these surveys clearly indicate that different professions have different salary scales based on the relevance of the profession to the society. Within each profession, workers are remunerated according to respective field, for example, the medical laboratory technologist, the nurse and pharmacist occupy the lower echelons of the salary scale, while the surgeon earns the highest salary.

The university system according to him, are therefore amongst the highest paid workers in United States, second only to the medical doctors. In a survey of professor's salary in particular University, it was observed that the average salary of the professor also varies significantly from faculty to faculty and from department to department within the faculty. For instance, in the faculty of Humanities, the average salary of a professor of Theatre and Dance, the equivalent of Theatre Arts in Nigerian University system is about 100,000 USD while that of the of professor of Psychology is about 140,000 USD. A similar trend is obvious in the medical field where the average salary of a professor neurosurgery in the same university is about 265,000 USD compared to that of the professor of nursing who earns 127,000 USD. He further elaborated more by saying that, in these two and every other faculty analyzed, there is great disparity in what is required to qualify in the different fields.

In the American system for which information has been provided, requirement for the training of the nursing and surgical professor are quite different. While the training of the medical Doctor is largely a postgraduate course, permitting entries only to the best

graduates, the nursing profession requires largely an undergraduate programme, the admission requirements and the continuation requirements are quite different, he stressed that he has assurance that the ambition of most students applying to enter the Medical School in Nigeria is to become a medical Doctor. But due to the stringent admission requirements of JAMB or the Post JAMB, or the inability to meet the continuation requirement, many opt for the second-choice courses like anatomy, physiology or nursing. According to him, it would not be fair to demand or offer equal pay for professions that demand obviously different training requirements as this will discourage hard work.

Demand or offer of equal pay for professions that require different talents or efforts discourages scholastic activity and enthrones mediocrity and laziness. This may not be palatable to many in the academic field let alone to the non-academics. If professors in the same faculty do not earn the same salary because of the importance of their disciplines according to him he said that he does not know why the non-academic staff should demand for parity when the entry qualifications and condition of service and promotion are not at par. The medical profession in the United States, the Medical Laboratory Technologist earns 54,000 USD on the average compared to the Pharmacist and the surgeon who earns 104,000 USD and 206,000 USD respectively, on the average. The job description and work load of the different professions are also significantly different. It is the non-recognition of these points in the establishment of salary scales previously that has resulted in the general backwardness of the Nigerian is science and technology, while it is obvious that the development of this nation is hinged on science and technology, and while it is the nation's desire to increase the ratio of trained science and technology professionals to the Arts, the government has not provided the necessary incentives in the form enhanced remuneration required to achieved their objectives.

In the United States of America, the salaries of many regular professors are higher than those of the Vice President of the United States and members of the house of assembly.

Many Professors in the professional fields earn salaries in excess of those of the Vice Chancellor of the University and the President of the United States of America table 10). Enhanced remuneration attracts very qualified individuals in the industry into the academia thus providing the necessary cross-fertilization between "hypotheses" and "application".

Table 10: Twenty one employees of a University in the United States with annual salaries equal to or higher than that of the President of the United States of America.

Position	Office	Salary	Duration
CFO UM H&H. C.	UMH Administration	400,000.00	12-Month
Snr. A. DEAN	Medical School Admin	414,052.00	12-Month
DEAN	Law School	429,280.00	12-Month
DEAN	Ross School of Buss.	435,102.00	12-Month
C. F. O. &T. E.	Off. of E.V. P CFO	472,106.00	12-Month
InvstT. E.C. INVST	Off.(CIO)	491.500.00	12-Month
P.(V. C.)	Office of the President	553,500.00	12-Month
DEAN A. C. A.	Medical School Admin.	494,000.00	12-Month
PROFESSOR	Law School	497,000.00	8-Month
CEO S. H.	UHM Admin.	546,363.50	8-Month
Intermittent Lecturer	Law School	568,425.00	8-Month
VISITING PROF 1	Law School	568,425.60	8-Month
VISITING PROF 1	Law School	568,425.60	8-Month
Intermittent Lecturer	Law School	568,425.78	8-Month
Intermittent Lecturer	Law School	568,425.78	8-Month
EXEC VPMA	Non PTO-Operating	684,047.00	12-Month
Intermittent Lecturer	Law School	696,048.00	8-Month
Intermittent Lecturer	Law School	707,472.00	8-Month
Lecturer 1	Law School	709,920.00	8-Month
Intermittent Lecturer	Law School	730,219.26	8-Month

According to Otokunefo (2013) The President of the United States of America earns $400,000 per annum while Vice Chancellor of this University earns $553,500.00.In the Nigerian system, however, the opposite is apparently true. A highly gifted first class degree holder in mechanical engineering from a reputable Nigerian University is offered a consolidated salary package of 408,000 Naira per annum as a graduate assistant in the Nigerian University. If he applies to the Oil industry, he may be offered a starting salary of 4.8 Million Naira per annum. This is much more than the salary of his professor who bagged his PhD in engineering in 1980 who earns a consolidated salary of 3.8 Million Naira per

annum 29 years later. What about the nearly illiterate local government council chairman who earns a statutory salary of about 13.9 Million. He posited that he cannot blame the young man who takes up the oil company job which may not give him much job satisfaction but at least attains the economic security which everyone desires and deserves. He cites this as an example that is the scenario that plays itself out each time new graduates are churned into the market. The Banks, the oil industry, politics and other industries for the best with what he called mouth-watering financial inducements as the bait. According to him the best brain isattracted to the private sector to do the most mundane of jobs like counting money and working on the drilling platforms, jobs that can be easily performed by secondary school certificate holders with minimum additional training.

This disparity in the salary scale between the private and public sectors is causing a second wave of brain drain, this time as internal one, form the public to the private sector. He asked a question what is the outcome of this internal brain drain? Average and average graduates with cumulative Grade Point Average of less than 3 in a 5 Point classification scheme who just manage to make a second-class lower degree are the candidates left to fill vacancies in the Universities, after going through substandard masters and PhD programmes in a less than conducive environment. He goes further to say that there would be lecturers are not only deficient in learning but also in character. They are like blind leading the blind and they are bound to lead the next generation of students into of what he called “the abyss of ignorance”. They are rejected by the other better paying professions and are ready to take up these jobs and make the best of it. He negated the first they do is to convert the lecture notes given to them by their lecturers when they were students into text books which they sell compulsory at highly inflated prices, an act which has been declared according to him “illegal over 20 yearsago,”. After selling their text books, they go on business ventures outside the campuses soliciting for consultancy positions in the oil industries that denied them employment in the first instance. Two to three weeks to the examination date, they

return to the campus to throw more light on some point they may consider difficult, if they have a good mind. Usually, the only contact they have with the students is the time they require to sell their books. Then the examination is administered, and as usual, it turns out to be very difficult since the student have not had the benefit of a teacher. This according to him is the usual trick to extract maximum benefit from their sorry situation.

Most of the students are left with no option but to arrange to buy the necessary grades, that is, if they cannot achieve through other forms of examination malpractice. In year or two, these lecturers have bought themselves jeeps. Within five years they are parading housing estates which provide off campus accommodation mainly to students, again according to him at very exorbitant rates; construction of campus accommodation has been abandoned by the university administration due to lack of funds.These same half backed lecturers usually rise rapidly through the ranks as they churn out substandard 'journal articles' with which they get promoted. He narrated a story that he was reliably informed of a young man who was credited with 20 scientific articles in a year with which he has now applied for the position of a professor. He said that he has not been able to comprehend how it is possible to achieve such a feat in the best scenario imaginable. Anyway, in Nigeria anything and everything is possible. In trying to highlight the activity of a crop highly qualified and dedicated teachers who devote virtually all their time to teaching and research and may be absorbed of the fraudulent and illicit acts described above, but according to him they are in the minority and may not impact significantly on the overall product of the University system. We are therefore left with a system largely run by the mediocre; and re-iterated he wonder if these types of lecturers can produce anything but mediocre graduates to run the seven-point agenda of Mr. President and produce a world class economy by the year 2020. On the long run, new graduates are produced whose qualities continue to depreciate from year to year. This is terrible scenario of an impending national calamity unfolding before our eyes in our own generation and it appears, we cannot comprehend it. The different levels of

administrators within the university system are either just too inept or too timid to deal with the situation because they or their cronies are also involved.

Occasionally they are too 'kind-hearted' to punish the offenders and allow criminality to be perpetuated because of their warped religious conviction. Like some" imaginary God of some believers" who is so merciful that he would not send sinners to "hell" and so allow them to remain on earth until they eventually if possible, contaminate the few remaining saints. Areal situation once arouses in a University in the south-south of Nigeria when the position of the Dean of a Faculty became vacant. Two Professors emerged as the major contestants; one, a'saint' and the other a 'sinner'. The 'sinner' was voted in because he is likely to condone fraudulent practices which the majority of the young faculty.According to Chineze and Stella (2013) in addressing Brain drain and Exchange Programme in International Dimension of Nigerian Universities they opined that Brain drain or human capital flight is the large-scale emigration of a large group or individual's skills or knowledge. Most lecturers needed for the socio-economic and technological advancement of Nigerian jump from Universities to other professions (politics) for better conditions of service. Worst skill, they migrate to other countries like South Africa, Ghana, Bostwana, Qatar etc, as well as western countries because of the high wages paid to the academics and the relatively better equipped laboratories. This situation was clearly reported by Bassi (2004) in Uwaifo (2010) that about 45% of all Nigerian professionals including technical educators have left the Nigerian Shores. He lamented that, about 500 Lecturers from Nigerian Universities continue to migrate each year, particularly to Europe, America and other African Countries where the conditions of service are relatively better. He further stated that between 1997 and 2007 alone, Nigeria lost over 10,000 middle and high-level manpower to the western economies where they contribute 35 times more wealth to those countries. Still lamenting on the unacceptable drift of people form Nigerian to other Western and African Countries for jobs and self fulfilment in in terms of output via research efforts, and for higher

education, Harnet and Eric (2004) stated that between 1997 and 1999, the number of academic staffs in Nigerian Universities declined by 12% as enrollment expanded by 13%.

The long-term brain-drain coupled with sufficient output from the national post graduate programmes in the face rising enrollment has left the federal Universities with only 48% of its estimated staffing needs filled. According to him, this was not the state of things in our Universities in the 1970's. During the period Nigerian Universities attracted experts from other countries such as India because economic conditions then were favorable. Also, according to him Nigerian Universities were able to recruit foreigners and retained them under exchange programme, as well as the indigenous academic staff because of the low exchange rate. Then one dollar was equivalent of 70k, while now $1, 00 is N150. However, one could opine that the down turn of our economy and consequences of the ineffective efforts of the government to resuscitate it resulted in the return of foreigners to their Countries and exodus of Nigerian Counterparts from the shores of Nigeria for greener pastures.According to them, most graduates trained abroad refused to come back after the completion of their study. One could imagine the multiplier effects of this exodus of Nigerian professionals and absence of exchange programmes for cross fertilization of ideas and skills in our Universities and the country at large. Exchange programme exist to provide practical training and employment and the sharing of history, culture and traditions of the participant's home country. The exchange programme could be in the area of student and staff exchange where the students or the staff study or work respectively in other partner institutions. The term exchange according to them, exchange means that a partner institution accepts a student or a staff but does not mean that the students/staff have to find a counterpart from the other institutions with whom to exchange. The exchange which could be national or international intends to increase the participants understanding and tolerance of other cultures as well as improving their language skills and broadening their social horizon. There is no gainsaying the fact that this can lead to international synergy and

dimension.However, five different components of Brian drain have been identified by Uwaifo (2010) as:

1. Academics that move to the industry where they get better pay for their services.
2. Lecturers and students who leave the country to acquire more knowledge and skill and never come back.
3. Lecturers who move to other country with far better conditions of service.
4. Skilled professionals who abandon the practice of the profession in favor of other more lucrative economic activities and political appointments which are not related to their training.
5. Skilled professionals who do not devote their full attention to their jobs while still in the field of training because of their efforts to supplement their earnings through other unrelated economic activities.

According to them, the fact remains that the absence of exchange programmes in Nigerian Universities has made them to gradually lose their international texture. Osuagwu (2013), illustrated this point when he decried the form of indigenization or localization in the University system form Faculty to Students. In his words, the cascading localization where the Vice-Chancellor is local content, student- local content, imagination – local content has made Nigerian Universities to lose international texture and Universities have indeed become "locaversities"rather than Universities.

In another development, there was an article in the Daily Sun of Wednesday November 21, 2012 captioned **'Shortage of Lecturers and Ph.D. truck drivers'** Sokunbi (2012) in her corner known as 'CURRENTS' writes that Nigeria is country of paradoxes and contradiction. According to the writer we have a nation ranking in billions of dollars in oil revenue every

year, yet it is ranked among countries with the highest poverty levels in the whole world. He goes further to explained that Nigeria has hundreds of square kilometers of arable land and an army of unemployed persons, the country cannot grow enough food for the population at the billions of dollars are committed to food import yearly.

According to her, Nigeria is the "giant" of Africa yet she sits pretty at the bottom rungs of all indices of human development, not only in Africa but throughout the world. There are no good roads in most parts of the country and the majority of the Nigerians living within the poverty circle can hardly afford to transport themselves on commercial motor circles yet we have a jet of people cavorting about in private jets. We find the poorest of the poor in worship houses, yet the leaders in these places live in opulence, if not debauchery they live the large, while some of their suffering members can hardly eat a meal a day, and their children drop out of school over in ability to pay school fees. Recently, yet another paradox emerges on the Nigerian landscape that of unemployed citizens with doctorate degrees (Ph.Ds.) applying for jobs as truck drivers at a time when that universities are suffering shortage of lecturers with doctorate degrees. According to her it may sound as strange as fiction. But reports in the (last week) confirmed an acute shortage of university lecturers at a time that doctorate degree holders are so desperate to get any job that they are seeking employment as truck drivers with Dangote Group. She lamented that the sordid extent of the shortage of varsity lecturers was captured in the media (last week) in a *Need Assessment Report* on Nigerian Public Universities submitted by a 10-member committee set up by the Federal Ministry of Education.

The report indicated that the situation was so bad that some universities have only five lecturers with Ph.Ds. while there are universities with only one or two Professors! The Report covered the entire nation's 27 Federal universities and 34 State-owned ones, with the exception of the 10 Federal universities recently established by President Good luck Jonathan, and three State-owned: Sokoto State University, North-West University, Kano and

Tai Solarin University of Education in Ogun State. Specifically, Kebbi State University of Science and Technology established (six years ago) has only two Professors and five Ph.D. holders. Kano University that has been (11 years) has only one Professor and 25 Ph.D. holders, while Ondo State University of Science and Technology has only 29 lecturers to man all its programmes. Only 75% of the 37,504 university lecturers captured in the Report were reported to be teaching on full-time basis, while 25% are recycled as visiting, adjunct, sabbatical or contract lecturers in different universities.Only four of 47 professors in Gombe State University are full-time, while all the 25 Readers are visiting lecturers. In Plateau State University, only 26 percent of lecturers were reported to be full-time, while 74 percent are visiting. In Kaduna State University, 150 out of 174 Ph.D. holders are part-time lecturers.

The study of 61 universities of the existing 74 public universities in the country unequivocally determined that there is shortage of lecturers with Ph.Ds. as only 43 percent of lecturers' nationwide hold the qualification, instead of the 100 percent. Instead of engaging lecturers with the required Ph.D. qualification, the university reportedly bog themselves down with a surfeit of no-teaching staffwho ordinarily, should only support the work of the lecturers. As a result, teacher-students' ratio is high with University of Abuja having 1,122. The report concluded that public universities are grossly under-staffed, rely heavily on part-time and visiting lecturers, have under-qualified academics and have no effective staff development programme outside the Tertiary Education Trust Fund (TETFund) intervention and the Presidential First Class Scholarship Programme. Only Seven Universities (Imo State University, and University of Uyo, Port Harcourt, Ilorin, Calabar, National Open University and Ondo State University of Science and Technology) were found to have 60 percent of their academic staff with PhDs.

The shortage of qualified teaching staff in Nigerian Universities with non-teaching support staff gulping more of the resources of universities is a symptom of the quality of management of these universities. According to her what we have on our hands is a

situation in which Vice Chancellors, registrars and other university administrators prefer to commit scarce resources to recruitment of all manners of persons into different clerical and administrative positions in the universities, when there are no enough lecturers to man programme. Over 70 percent of these universities support staff were reported not to have first degree, yet persons with Masters Degree and Ph.Ds. are not employed possibly because they lack the necessary "contacts" to be considered for lecturing jobs. The ballooning of the non-teaching staff leads to spiraling personnel cost, living little for employment of academic staff and provision of teaching materials such as laboratory facilities and other important infrastructure. The 77,511 full-time non-teaching staff in the 61 universities covered in this report is about twice the number of teaching staff. In some Universities, according to the report to be twice, thrice or even four times the number of teaching staff in the institutions. This is a clear case of mismanagement by the university authorities that should be addressed immediately. She further explains that it clearly shows that the concerned authorities are unmindful of the important responsibility to ensure academic programmes are properly manned, but prefer to employ low-level staff into non-teaching positions for sundry reasons. The findings of this committee according to her, headed by Prof. Mahmud Yakubu with former Academic Staff Union of Universities (ASUU) National President, Prof. Ukachukwu Aloysius Awuzie, as member does not point a good picture of the National Universities Commission (NUC), which has statutory responsibility to ensure maintenance of standards in the institutions. A situation in which the NUC gives universities clean bill of health during accreditation exercise only for the people to hear that some of the institutions have only one or two professors, is not good enough. The exercise that some universities use part-time and adjunct lecturers to beef-up their academic staff strength during accreditation is not acceptable. Now that the Yakubu report has blown the feathers off the rump of the Nigerian University system as regard to the strength of academic staff, appropriate authorities should do the right thing by increasing the academic staff available to the institutions.

Unemployed Nigerians with outstanding grades in their first and second degrees and those already with PhDs. but are unemployed, should be brought into the system and trained to teach in the universities. It is not good according to her that PhD holders are forced to go into jobs such as truck-driving for want of better opportunities. The situation may endanger bitterness and will certainly not augur well for development of nationalistic tendencies in those involved. She also suggested that Universities need to rev up the content of their academic programmes with mandatory hands-on entrepreneurial courses that are relevant to specific programmes. The programmes need not be solely academic; they need to be tailored in a way that graduates from the courses can make a living with the knowledge acquired. For example, it is not enough to just teach literature in the historical sense of what has been written by other authors. Students of that course can be taught to write books like novels, children story books and other fiction and non-fiction work. This according to her will give them a head way into going into writing as a career, not just memorizing and rehashing the works of Wole Soyinka and Chinua Achebe of this world, and pounding the streets in search of employment for many years after graduation. This can be replicated in virtually all fields so that graduates come out prepared with education necessary to launch out on their own, let our graduates be groomed into job creators, not job seekers. If this is done, Nigeria will be on her way to tackling the problem of graduate unemployment that becomes a national embarrassment (Sokunbi, 2012).

2.9The History of University Funding in Nigeria

Ogbogu (2011) posited tha,the Nigerian University System commenced in 1948 with the establishment of University College Ibadan which was then an affiliate of the University of London. The university being the only one in the country was adequately funded in all aspects of teaching and research by both the Nigerian and British governments. Between 1948 and 1954, the federal government's capital expenditure on the university college Ibadan, was over £3.6 million and the total

recurrent expenditure over the same period amounted to £112, 269 (NUC, 2003).Five additional universities known as the first-generation universities were established in Nigeria after independence, between 1960 and 1973.The universities performed well and were adequately funded by the government. At that time, tuition fees were charged according to various programmes, the federal government released subvention to the universities regularly, and scholarships/bursaries were made available to poor student (Akintoye, 2008). Okebukola (2002) noted that there was no substantial difference between the amount requested by the universities and the amount received from the government. In fact, there were years in which the amount received was slightly higher than the amount requested for. For instance, Ejiogu (1986) affirmed that the annual federal grants to the five first generation universities in the country at that time rose from £2.56 million in 1963/1964 to £5.9 million in 1968/1969. Also, between 1960 and 1969, the universities of Ibadan and Lagos received 100percent subsidies from the federal government of Nigeria. Apart from government subsidy, other sources of funds for all the universities were occasional grants for research, individual donations and endowments (Fafunwa, 1971).

The financial problems of Nigerian universities commenced after the establishment of the seven universities of technology known as the second-generation universities, between 1975 and 1980, without a corresponding increase in governmentsubvention to the existing universities. The sudden onset of underfunding of the universities at that time was linked to the depression in the country's economy evident in the downward trend in oil and non-oil exports, with rising import bills. The country suffered deficits in balance of payments and lost international credit worthiness (Odebiyi and Aina, 1999). Furthermore, the sharp deterioration in university funding

was accentuated by the fact that tuition fees was abolished, boarding fees was pegged and government remained the only source of funds for the universities

The third-generation universities (eleven in number) were established between 1980 and 1990, while the fourth-generation universities consisting mainly of private universities were established in 1991 and they have continuously increased in number (Ekundayo and Ajayi, 2009). The liberalization of the establishment of universities was not just to facilitate access but it was a response to the country's desire to be integrated into the modern knowledge economy. This development increased enrollment, but without adequate planning. There has been a downward trend in the funding of universities in the country since then such that funds released to them by government are always inadequate (Adeniyi, 2008). For example, government's grants dropped from N148.9 million in 1977 to N85 million in 1978. The local incomes also dropped from N24million in 1977 to N22.9million in 1978.Most of the capital projects at that time were abandoned and there was considerable deterioration of physical facilities. Currently, the Nigerian government controls universities through the National Universities Commission which among other functions allocates funds to Federal Universities and also prescribes the spending formula

Modes of Funding Nigerian Universities

According to Ogbogu (2011) Funding universities throughout the world has witnessed dramatic changes in the last decades of the 20thand the first decade of the 21stcenturies. These changes are responses to a worldwide phenomenon of rising cost of university education in excess of the corresponding rates of increase of available revenues. In order to cope with government funding reductions, universities worldwide now generate additional sources of funds (Johnstone,2005).In Nigeria funding shortfalls, have been the norm for many years as enrollments have increased

more quickly than the government's capacity to maintain its proportional financial support. Because government funding is insufficient to maintain institutional performance in teaching and research, Nigerian universities, just like other universities elsewhere in the world have sought to supplement their public funding with locally generated incomes.

The various sources of funding Nigerian federal universities are presented below:

Government Subvention/Allocation

Ogbogu (2011) stressed that, Government is the major source of funds for federal universities in Nigeria. It provides 90percent of the total income disbursed through the Nigerian Universities Commission (a buffer organization that assists the government in coordinating the affairs of the universities); the remaining 10percent is locally generated by each university. Although a lion share of the revenue comes from the government, compared to money generated internally, there is a notable fluctuation in the amount the universities request from the government and the amount that is released to them annually. According to Adeniyi (2008), the subvention received by the universities from the federal government is inadequate in meeting their financial demands. This is because the universities are affected by the unstable economic conditions as well as other government policies on the university finances such as embargo on payment of tuition in federal universities (Babalola, et al, 1996). Bamirio and Adedeji (2010) attribute this not just to social and economic depression of the country but also to the country's desire to be integrated into the modern knowledge economy with an increased enrollment without adequate planning. In view of this, Hartnett (2000) suggested that more creative and adaptable financing strategies are needed in order for Nigerian universities to offset the declining educational quality,

resource use efficiency and learning effectiveness that now confronts them. Table I0 below shows government allocation of funds to the federal universities from 2011 to 2017:

Table 11: Federal Government Allocation to Universities (2011)

S/N	Institution	Total Personal Cost	Total Overhead Cost	Total Recurrent	Total Capital	Total Allocation
1.	University of Ibadan	10,964,670,101	181,473,301	11,146,143,402	1,886,767,695	13,032,911,097
2.	Uni. Nsukka	10,260,993,433	193,686,799	10,454,680,232	1,366,971,015	8,837,485,442
3.	ABU, Zaria	13,135,123,825	217,598,434	13,352,722,259	276,872,320	13,629,594,578
4.	OAU, Ile-Ife	9,507,523,448	166,166,912	9,673,690,360	1,300,028,186	10,973,718,546
5.	UNIBEN	10,486,869,293	153,944,293	10,640,814,026	276,872,320	10,917,686,345
6.	UNIJOS	5,881,039,679	154,938,087	6,035,977,766	350,800,769	6,386,778,534
7.	UNI. Calabar	8,306,724,549	185,001,055	8,491,725,605	361,810,219	8,853,535,824
8.	UNI. Ilorin	5,124,610,937	141,022,695	5,265,633,632	562,861,005	5,828,494,637
9.	UNI. Abuja	3,449,760,560	92,172,868	3,541,933,428	281,307,754	3,823,241,182
10.	UNI. Abeokuta	5,161,409,752	114,691,443	5,276,101,195	592,521,974	5,868,623,169
11.	UNI. Makurdi	3,947,055,523	72,888,617	4,019,944,139	400,378,512	4,420,322,652
12.	MOU. Umudike	3,169228,733	67,941,729	3,237,170,461	200,378,513	3,437,548,974
13.	UNIPORT	7,512,051,181	146,907,302	7,658,958,483	312,861,005	7,971,819,488
14.	ATBU	2,727,504,140	68,394,036	2,795,898,176	525,250,531	3,321,148,706
15.	UNITECH Owerri	5,476,972,448	153,239,603	5,630,212,051	171,061,212	5,801,273,263
16.	UNITECH Akure	3,928,372,482	116,380,121	4,044,752,602	249,387,632	4,294,140,234
17.	UNITECH Minna	2,722,554,788	102,395,379	2,824,950,166	459,323,957	3,284,274,123
18.	UNITECH Yola	2,980,114,547	54,278,586	3,034,393,132	603,958,268	3,638,351,400
19.	UNI Uyo	7,911,769,356	93,243,649	8,005,013,005	262,861,005	8,267,874,010
20.	UNIMAID	8,037,820,851	159,803,587	8,197,624,438	639,861,005	8,837,485,442
21.	NAUNI. Akwa	6,371,192,888	74,288,122	6,445,481,010	262,861,005	6,708,342,015
22.	BUK, Kano	5,462,755,045	186,432,571	5,649,187,616	840,125,264	8,489,312,880

23.	**UDUSOK**	**4,096,676,619**	**103,791,798**	**4,200,468,416**	**760,354,483**	**4,960,822,899**
24.	**NUC**	**1,419,742,496**	**873,988,527**	**2,293,731,023**	**148,030,592**	**2,441,761,615**

Source: Federal Ministry of Education Summary of Budget allocation to Universities and Inter-Universities Centres (www.fme.org.ng) Retrived 20 September, 2016

According to table 11 Federal Government allocate resources to Universities as; Personal Cost, Overhead Cost, Recurrent Expenditur, Capital Project and also total allocation to each Federal University in 2011. The above table shows that there is wide gap between Recurrent Expenditure and Capital Project.

Table 12: Federal Government Allocation to Universities (2012)

S/N	Insttitution	Total Personal Cost	Total Overhead Cost	Total Recurrent	Total Capital	Total Allocation
1.	UNI. Ibadan	12,724,561,393	260,640,575	**12,985,201,967**	450,609,633	**13,435,811,600**
2.	UNI. Lagos	9,807,818,541	161,091,810	**9,968,910,351**	450,609,633	**10,419,519,984**
3.	UNI Nsukka	11,224,719,96	228,730,780	**11,453,450,742**	500,609,633	**11,954,060,375**
4.	ABU Zaria	12,823,548,538	223,531,131	**13,047,079,669**	400,609,633	**13,447,689,302**
5.	OAU	9,729,793,257	164,471,506	**9,894,264,763**	400,609,633	**10,294,874,396**
6.	UNIBEN	12,305,463,285	165,632,460	**12,471,095,745**	400,609,633	**12,871,705,378**
7.	UNIJOS	6,893,519,935	156,484,687	**7,050,004,623**	450,342,466	**7,500,347,089**
8.	UNICALABAR	9,218,203,425	186,473,918	**9,404,677,343**	456,026,918	**9,860,704,261**
9.	UNIILORIN	5,855,835247	111,999,639	**5,967,834,886**	400,342,466	**6,368,177,352**
10.	UNIABUJA	3,920,761,955	111,778,263	**4,032,540,217**	500,000,000	**4,532,540,217**
11.	UNI. Abeokuta	5,002,120,859	142,011,068	**5,144,131,927**	334,502,998	**5,478,634,925**

12.	UNI. Makurdi	4,605,656,325	77,383,997		**4,683,040,322**	334,502,998
	5,017,543,320					
13.	MOU Umudike	3,248,919,758	77,780,637		**3,326,700,432**	334,502,998
	3,661,203,430					
14.	UNIPORT	8,591,829,187	128,791,423		**8,720,620,610**	400,342,466
	9,120,963,076					
15.	ATBU	3,082,444,270	82,625,051		**3,185,069,322**	450,891,816
	3,615,961,138					
16.	UNITECH Owerri	6,381,126,019	181,086,790		**6,562,212,809**	400,891,816
	6,963,104,625					
17.	UNITECH Akure	3,964,792,868	158,152,846		**4,122,945,714**	408,891,816
	4,807,953,209					
18.	UNITECH Yola	3,397,605,352	84,817,590		**3,482,422,942**	408,891,816
	3,891,314,758					
19.	UNI Uyo	8,157,648,412	131,415,586		**8,289,063,998**	429,342,465
	8,718,406,463					
20.	UNIMAID	9,285,220,612	219,278,010		**9,933,841,088**	429,342,466
	9,933,841,088					
21.	NAU Akwa	6,793,584,129	99,318,317		**6,892,902,445**	429,342,466
	7,322,244,911					
22.	BUK Kano	6,888,679,843	167,428,345	**7,056,108,188**	400,342,466	**7,546,450,654**
23.	UDUSOK	5,550,655,929	130,838,866		**5,681,494,795**	500,000,00
	6,181,494,795					
24.	NUC	1,669,273,477	773,741,205	**2,443,014,683**	141,656,351	**2,584,671,034**

Source: 2012 FGN Budget Revised Budget Office of the Federation. Federal Ministry of Finance. (www.fme.org.ng) Retrived 20 September, 2016.

According to table 12 Federal Government allocate resources to Universities as; Personal Cost, Overhead Cost, Recurrent Expenditur, Capital Project and also total allocation to each Federal University in 2012. The above table shows that there is wide gap between Recurrent Expenditure and Capital Project.

Table 13: Federal Government Allocation to Universities (2014)

S/N	Insttitution	Total Personal Cost	Total Overhead Cost	Total Recurrent	Total Capital	Total Allocation

1.	UNI Ibadan	11,732,960,827	225,063,084	**11,958,023,911**	343,454,041
	12,301,477,982				
2.	UNILAG	9,183,965,971	135,857,852	**9,319,823,812**	348,821,381
	9,666,645,194				
3.	UNI Nsukka	11,359,894,951	187,403,342	**11,547,298,294**	344,646,643
	11,891,944,936				
4.	ABU Zaria	13,010,729,633	186,936,236	**13,197,665,869**	343,454,041
	13,541,119,910				
5.	OAU	10,335,712,714	140,414,316	**10,476,127,030**	347,034,334
	10,823,161,364				
6.	UNIBEN	12,760,110,918	136,990,922	**12,897,101,840**	343,454,041
	13,240,555,881				
7.	UNIJOS	7,139,483,406	142,981,577	**7,282,464,983**	325,111,430
	7,607,576,413				
8.	UNICALABAR	10,826,703,225	166,667,600	**10,993,370,824**	324,900,701
	11,318,271,525				
9.	UNIILORIN	6,783,623,112	94,122,489	**6,877,745,601**	323,889,979
	7,201,635,580				
10.	UNIABUJA	3,618,022,001	100,017,127	**3,718,039,128**	324,378,521
	4,042,417,649				
11.	UNI Abeokuta	4,950,165,928	116,061,787	**5,066,227,715**	253,346,657
	5,319,574,372				
12.	UNI Makurdi	5,483,804,271	65,251,975	**5,549,056,246**	253,183,798
	5,802,240,044				
13.	MOU Umudike	4,537,976,904	72,741,041	**4,810,717,945**	252,344,404
	4,863,062,349				
14.	UNIPORT	9,653,199,843	111,754,977	**9,764,954,820**	327,559,207
	10,092,514,027				
15.	ATBU	4,080,975,564	75,332,508	**4,156,308,072**	308,482,293
	4,464,770385				
16.	UNITECH Owerri	6,587,090,257	160,216,804	**6,747,307,062**	310,116,071
	7,057,423,132				
17.	UNITECH Akure	4,379,502,981	140,315,999	**4,519,818,980**	309,428562
	4,829,247,542				
18.	UNITECH Minna	4,484,614,150	107,840,419	**4,592,454,569**	309,629,680
	4,902,084,249				
19.	UNITECH Yola	3,631,465,647	77,003,041	**3,708,468,689**	308,462,293
	4,016,930,982				

20.	UNIUYO	8,805,915,986	113,310,230	**8,919,226,216**324,352,783	**9,243,576,999**
21.	UNIMAID	10,232,928,331	175,590,011	**10,408,518,341**	325,579,466
	10,734,097,808				
22.	NAU Akwa	7,377,894,506	83,943,029	**7,461,837,537**	324,409,354
	7,786,246,890				
23.	BUK Kano	7,644,714,628	143,001,955	**7,787,716,584**	323,889,979
	8,111,606,563				
24.	UDUSOK	6,256,552,842	105,479,021	**6,362,031,864**	1,123,889,979
	7,485,921,843				
25.	NUC	1,582,980,354	672,952,972	**2,265,933,326**	100,402,000
	2,366,335,326				

Source: Federal Ministry of Education Summary of Budget allocation to Universities and Inter-Universities Centres (www.fme.org.ng) Retrived 20 September, 2014.

According to table 13 Federal Government allocate resources to Universities as; Personal Cost, Overhead Cost, Recurrent Expenditur, Capital Project and also total allocation to each Federal University in 2014. The above table shows that there is wide gap between Recurrent Expenditure and Capital Project.

Table 14: Federal Government Allocation to Universities (2015)

S/N	Instittution	Total Personal Cost	Total Overhead Cost	Total Recurrent	Total Capital	Total Allocation
1.	UNI Ibadan	12,920,483,371	141,123,134	**13,061406,505**	53,693,149	
	13,115,299,654					
2.	UNILAG	10,794,780,372	84,570,982	**10,879,351,354**	53,693,149	
	10,933,044,503					
3.	UNI Nsukka	12,363,492,358	351,867,919	**12,715,360,277**	53,693,149	
	12,769,053,426					
4.	ABU Zaria	14,266,178,992	121,629,470	**14,347,808,462**	83,693,149	
	14,431,501,611					
5.	OAU	10,459,662,935	87,872,872	**10,547,535,807**	53,693,149	
	10,601,228,956					
6.	UNIBEN	12,760,110,918	84,328,362	**12,844,439,280**	53,693,149	
	12,898,132,429					

7.	UNIJOS	7,853,820,995	100,015,242	**7,953,836,237**	53,693,149
	8,007,529,386				
8.	UNICALABAR	10,714,435,401	108,251,623	**10,822,487,024**	53,693,149
	10,876,380,173				
9.	UNIILORIN	8,551,117,558	94,872,236	**8,645,989,794**	53,693,149
	8,699,682,943				
10.	UNIABUJA	4,721,324,761	49,335,030	**4,770,659,791**	53,693,149
	4,824,352,940				
11.	UNI. Abekuota	5,116,021,486	73,239,474	**5,189,260,960**	53,693,149
	5,242,954,109				
12.	UNI Makurdi	5,592,224,663	250,493,866	**5,842,718,529**	53,693,149
	5,896,411,678				
13.	MOU Umudike	4,745,357,185	58,661,594	**4,804,018,779**	53,693,149
	4,857,711,928				
14.	UNIPORT	10,153,499,591	73,811,367	**10,227,310,958**	53,693,149
	10,281,004,107				
15.	ATBU	4,771,538,302	48,574,632	**4,820,112,934**	53,693,149
	4,873,806,083				
16.	UNITECH Owerri	6,523,906,636	87,958,046	**6,611,864,682**	53,693,149
	6,665,557,831				
17.	UNITECH Akure	4,637,767,412	93,352,731	**4,731,120,143**	53,693,149
	4,784,813,292				
18.	UNITECH Minna	4,477,812,304	72,906,024	**4,550,718,328**	53,693,149
	4,604,411,477				
19.	UNITECH Yola	3,195,620,004	44,337,761	**3,239,957,765**	53,693,149
	3,293,650,914				
20.	53UNIUYO	8,214,591,718	74,705,580	**8,289,297,298**	53,693,149
	8,342,990,447				
21.	UNIMAID	11,015,418,965	97,065,801	**11,112,484,766**	53,693,149
	11,166,177,915				
22.	NAU Akwa	7,559,426,496	56,700,706	**7,616,127,202**	53,693,149
	7,669,820,351				
23.	BUK Kano	7,572,353,285	217,433,189	**7,789,786,474**	253,693,149
	8,043,479,623				
24.	UDUSOK	6,741,946,783	55,954,178	6,797,900,961	53,693,149
	6,851,594,110				
25.	NUC	1,637,127,000	417,818,686	**2,054,945,686**	140,000,000
	2,194,945,686				

Source: 2015 FGN Budget Revised Budget Office of the Federation. Federal Ministry of Finance. (www.fme.org.ng) Retrived 20 September, 2016

According to table 14 Federal Government allocate resources to Universities as; Personal Cost, Overhead Cost, Recurrent Expenditur, Capital Project and also total allocation to each Federal University in 2015. The above table shows that there is wide gap between Recurrent Expenditure and Capital Project.

Table 15: Federal Government Allocation to Universities (2016)

S/N	Institution	Total Personal Cost	Total Overhead Cost	Total Recurrent	Total Capital	Total Allocation
26.	UNI Ibadan	11,732,960,827	225,063,084	**11,958,023,911**	343,454,041	**12,301,477,982**
27.	UNILAG	9,183,965,971	135,857,852	**9,319,823,812**	348,821,381	**9,666,645,194**
28.	UNI Nsukka	11,359,894,951	187,403,342	**11,547,298,294**	344,646,643	**11,891,944,936**
29.	ABU Zaria	13,010,729,633	186,936,236	**13,197,665,869**	343,454,041	**13,541,119,910**
30.	OAU	10,335,712,714	140,414,316	**10,476,127,030**	347,034,334	**10,823,161,364**
31.	UNIBEN	12,760,110,918	136,990,922	**12,897,101,840**	343,454,041	**13,240,555,881**
32.	UNIJOS	7,139,483,406	142,981,577	**7,282,464,983**	325,111,430	**7,607,576,413**
33.	UNICALABAR	10,826,703,225	166,667,600	**10,993,370,824**	324,900,701	**11,318,271,525**
34.	UNIILORIN	6,783,623,112	94,122,489	**6,877,745,601**	323,889,979	**7,201,635,580**
35.	UNIABUJA	3,618,022,001	100,017,127	**3,718,039,128**	324,378,521	**4,042,417,649**
36.	UNI Abeokuta	4,950,165,928	116,061,787	**5,066,227,715**	253,346,657	**5,319,574,372**
37.	UNI Makurdi	5,483,804,271	65,251,975	**5,549,056,246**	253,183,798	**5,802,240,044**

38.	MOU Umudike	4,537,976,904	72,741,041	**4,810,717,945**	252,344,404
	4,863,062,349				
39.	UNIPORT	9,653,199,843	111,754,977	**9,764,954,820**	327,559,207
	10,092,514,027				
40.	ATBU	4,080,975,564	75,332,508	**4,156,308,072**	308,482,293
	4,464,770385				
41.	UNITECH Owerri	6,587,090,257	160,216,804	**6,747,307,062**	310,116,071
	7,057,423,132				
42.	UNITECH Akure	4,379,502,981	140,315,999	**4,519,818,980**	309,428562
	4,829,247,542				
43.	UNITECH Minna	4,484,614,150	107,840,419	**4,592,454,569**	309,629,680
	4,902,084,249				
44.	UNITECH Yola	3,631,465,647	77,003,041	**3,708,468,689**	308,462,293
	4,016,930,982				
45.	UNIUYO	8,805,915,986	113,310,230	**8,919,226,216**324,352,783	**9,243,576,999**
46.	UNIMAID	10,232,928,331	175,590,011	**10,408,518,341**	325,579,466
	10,734,097,808				
47.	NAU Akwa	7,377,894,506	83,943,029	**7,461,837,537**	324,409,354
	7,786,246,890				
48.	BUK Kano	7,644,714,628	143,001,955	**7,787,716,584**	323,889,979
	8,111,606,563				
49.	UDUSOK	6,256,552,842	105,479,021	**6,362,031,864**	1,123,889,979
	7,485,921,843				
50.	NUC	1,582,980,354	672,952,972	**2,265,933,326**	100,402,000
	2,366,335,326				

Source: Federal Ministry of Education Summary of Budget allocation to Universities and Inter-Universities Centres (www.fme.org.ng) Retrived 20 September, 2017.

According to table 15 Federal Government allocate resources to Universities as; Personal Cost, Overhead Cost, Recurrent Expenditur, Capital Project and also total allocation to each Federal University in 2016. The above table shows that there is wide gap between Recurrent Expenditure and Capital Project.

Table 16: Federal Government Allocation to Universities (2017)

S/N	Institution	Total Personal Cost	Total Overhead Cost	Total Recurrent	Total Capital	Total Allocation
26.	UNI Ibadan	12,920,483,371	141,123,134	**13,061406,505**	53,693,149	**13,115,299,654**
27.	UNILAG	10,794,780,372	84,570,982	**10,879,351,354**	53,693,149	**10,933,044,503**
28.	UNI Nsukka	12,363,492,358	351,867,919	**12,715,360,277**	53,693,149	**12,769,053,426**
29.	ABU Zaria	14,266,178,992	121,629,470	**14,347,808,462**	83,693,149	**14,431,501,611**
30.	OAU	10,459,662,935	87,872,872	**10,547,535,807**	53,693,149	**10,601,228,956**
31.	UNIBEN	12,760,110,918	84,328,362	**12,844,439,280**	53,693,149	**12,898,132,429**
32.	UNIJOS	7,853,820,995	100,015,242	**7,953,836,237**	53,693,149	**8,007,529,386**
33.	UNICALABAR	10,714,435,401	108,251,623	**10,822,487,024**	53,693,149	**10,876,380,173**
34.	UNIILORIN	8,551,117,558	94,872,236	**8,645,989,794**	53,693,149	**8,699,682,943**
35.	UNIABUJA	4,721,324,761	49,335,030	**4,770,659,791**	53,693,149	**4,824,352,940**
36.	UNI. Abekuota	5,116,021,486	73,239,474	**5,189,260,960**	53,693,149	**5,242,954,109**
37.	UNI Makurdi	5,592,224,663	250,493,866	**5,842,718,529**	53,693,149	**5,896,411,678**
38.	MOU Umudike	4,745,357,185	58,661,594	**4,804,018,779**	53,693,149	**4,857,711,928**
39.	UNIPORT	10,153,499,591	73,811,367	**10,227,310,958**	53,693,149	**10,281,004,107**
40.	ATBU	4,771,538,302	48,574,632	**4,820,112,934**	53,693,149	**4,873,806,083**
41.	UNITECH Owerri	6,523,906,636	87,958,046	**6,611,864,682**	53,693,149	**6,665,557,831**
42.	UNITECH Akure	4,637,767,412	93,352,731	**4,731,120,143**	53,693,149	**4,784,813,292**
43.	UNITECH Minna	4,477,812,304	72,906,024	**4,550,718,328**	53,693,149	**4,604,411,477**

44.	UNITECH Yola	3,195,620,004	44,337,761	**3,239,957,765**	53,693,149
	3,293,650,914				
45.	53UNIUYO	8,214,591,718	74,705,580	**8,289,297,298**	53,693,149
	8,342,990,447				
46.	UNIMAID	11,015,418,965	97,065,801	**11,112,484,766**	53,693,149
	11,166,177,915				
47.	NAU Akwa	7,559,426,496	56,700,706	**7,616,127,202**	53,693,149
	7,669,820,351				
48.	BUK Kano	7,572,353,285	217,433,189	**7,789,786,474**	253,693,149
	8,043,479,623				
49.	UDUSOK	6,741,946,783	55,954,178	6,797,900,961	53,693,149
	6,851,594,110				
50.	NUC	1,637,127,000	417,818,686	**2,054,945,686**	140,000,000
	2,194,945,686				

Source: 2015 FGN Budget Revised Budget Office of the Federation. Federal Ministry of Finance. (www.fme.org.ng) Retrived 20 January, 2018

According to table 16 Federal Government allocate resources to Universities as; Personal Cost, Overhead Cost, Recurrent Expenditur, Capital Project and also total allocation to each Federal University in 2017. The above table shows that there is wide gap between Recurrent Expenditure and Capital Project.

Internally Generated Revenue (IGR)

In Nigeria, the federal government has compelled each university to generate at least 10percent of its total revenue. It is in response to this that the universities have expanded the scope of their internally generated revenue to include: student fees / levies, grants, private sector contributions (e.g. endowments, gifts and donations etc) commercial activities/consultancy and other diverse initiatives Ogbogu (2011).

Student Fees / Levies

According to him, although there is a general government embargo on payment of tuition fees for undergraduate programmes, most of the universities have devised

other methods of fee collection, for services such as accommodation in the halls of residence, sports, medical registration, departmental registration, library, examination, non-refundable admission deposits, etc. These fees vary in amount paid from one university to another. Student contributions according to Hartnett (2000) for the period 1986 –1994 increased from 0.28percent to 3.89percent of the total internally generated revenue. Also, between 1988 and 1998, the total locally generated income from students' fees in the universities increased from 4percent to 10percent. Currently, undergraduate student registered in the various federal universities pay between N30, 000 ($193.54) and N50, 000 ($322) as fees, which is still relatively cheap (Bamiro and Adedeji, 2010). In addition to fees, many non-degree/diploma courses have been introduced at exorbitant fees. For example, the Masters in Business Administration (MBA) programmes and the Computer Diploma courses in all federal universities among other programmes have recorded financial success. Saint et al (2003) indicated that over 80percent of the universities' internally generated revenue are derived mainly from fees for the different programmes. Although attempts by federal universities to increase levies have always met with stiff opposition by students, it still remains the major source of internal funds

Grants

Several foreign grants have aided and supported Nigerian universities' postgraduate study programmes and staff development. Some of the agencies that have supported Nigerian federal universities include: John, D and Catherine, T. MacArthur Foundation, Ford Foundation, World Health Organization (WHO), Carnegie foundation etc. For example, the MacArthur and Carnegie foundations have been supporting four universities in Nigeria since 2010 in the key areas of staff development and development of ICT infrastructure. The University of Ibadan was

awarded a total of $6.4million between 2000 –2007 and $3.1 million to Bayero University, Kano for the period 2008 –2010 by MacArthur and Carnegie Foundation respectively for various development projects (Bamiro and Adedeji 2010) cited in Ogbogu (2011).

Private Sector Contributions

Contributions from the private sector to university education in Nigeria are limited to the endowments of prizes and professional chairs, gifts and voluntary donations (Ajayi and Alani,1996). For example, the Petroleum Technology Development Fund (PTDF) established professional chairs in six universities to undertake research relevant to capacity building in the oil and gas industry. The institutions involved have been enjoying annual allocations ranging from N14million to N20million per institution in the recent past to support the chairs (Bamiro and Adedeji, 2010).Gifts and donations from the private sector are usually in the form of cash and physical structures given to the universities by individuals or groups. The Nigerian public has not however, imbibed the spirit of endowments to the universities, explicated in the usual general low response to calls for endowment to the Universities.

Commercial ventures

Nigerian federal universities have embraced commercial ventures in response to government's mandate that each university must generate at least 10percent of its total revenue. The commercial ventures which are of different kinds include: consultancies, petrol stations, bookshops, publishing houses, schools, hotels etc. The margin of profits from the different ventures ranges between 4.7 million naira and 82.9 million naira annually from each university. The ventures which attract high profit margin are those offering professional services such as consultancy, distant learning programmes and hotel services. It is important to note that the University of Ibadan was the first to

develop insights into commercial ventures, many of which were established in the 1970s.Generally, the profits made from these various ventures are ploughed back for expansion and for enhancing the working (Ogbogu, 2011).

Alternative Strategies for Funding Nigerian Universities

Hartnett (2000) posits that when government funding becomes insufficient to maintain institutionalperformance, universities elsewhere in the world have sought to supplement their publicfunds with locally generated income. This is also true in Nigeria, but slow progress has been registered in this front. The political social and economic factors which currently have significant impact on the world economy necessitates that

Nigerian university diversify the sources of education funding. In view of this, viable strategies for attaining economic survival and sustainable financing of Nigerian universities are posited below:

Cost –Sharing Strategy

Cost-sharing according to Johnstone (2005) is the diversification of revenue sources from heavy dependence on the government to being shared with parents and students. Cost-sharing is most associated with payment of tuition fees. Although several universities worldwide receive a great proportion of their income through student tuition, it remains the principal untapped source of funding in Nigerian universities.According to Ogbogu (2011) lamented that, in Nigeria, although student's contributions are made through charges for registration, examination, library, laboratory amongst others, tuition fees at the undergraduate level is yet to be tapped.

This study advocates for the introduction of tuition fees at all levels of study in federal universities, but with in-built mechanisms such as soft loans for students (e.g. scholarships) which could reduce economic strain on the students and their parents in the face of the current economic crisis in the country. Nigeria should draw lessons from what obtains in the United States and other parts of the world as evident in Johnstone's (2008) study. He affirmed that tuition fees remain the most financially promising source of income for universities in the United States. If university education is government investment as well as private investment, then everyone should be involved in financing the full costs. Thus, cost-sharing is a more acceptable means of sufficiently funding universities to provide quality higher education for the growing numbers of Nigerian students.

Revenue Supplementation Strategy

Revenue supplementation strategy is a preferred route to financing viability of universities. It includes university entrepreneurship such as renting of university facilities as well as commercial marketing of research discoveries, university/industry collaboration, sale of faculty services, consultancy, introduction of specialized and marketable teaching and scholarship, establishment of guest houses, bookshops, petrol stations etc. In Nigeria, some universities have expanded the scope of their commercial activities to include the introduction of specialized and marketable programmes (e.g. MBA Executive), establishment of bookshops, petrol stations, consultancy services etc. For example, Obafemi Awolowo University, Ile-Ife established centres through which both the university and the industries can collaborate. Examples areCentre for Industrial Research and Development (which services medium and small scale research).

- Technological Planning and Development unit (which provides the needed technological know-how to large, medium and small scale industries in the country).
- Drug Research Unit, Faculty of Pharmacy (produces and markets drugs locally) etc.
- These centres and units provide the productive sector with the needed expertise. Sometimes however, the performance of these various commercial ventures does not justify their existence. Therefore, the universities need to closely monitor these ventures to ensure accountability and profitability. Every Nigerian university needs to aggressively embark on strategic fund raising programmes and diversified ventures of increased internally generated revenue for resilience and sustainability. This study therefore, advocates for a more university –productive sector linkages, because the research outputs further benefitthe industries(Ogbogu, 2011).

2.10 A Brief Description of the Nigerian Higher Education System

The higher education system in Nigerian is composed of universities, Polytechnics, colleges of Education and professionally specialized institutions (International Association of Universities, 2000). They can be further categorized as state or federal universities and as first, second and third generation universities (Hernett, 2000) Federal universities are owned and financed by the federal government, while state universities are owned and financed by the state governments (there are 36 states). Amadi (2013) said "Almost all definitions agree that higher education refers to post-secondary education (or study beyond the level of secondary education) where a degree, diploma, or certificate is awarded at the end of study" Higher education however, is said to be built on the level of competence, knowledge and skills normally acquired in secondary education (Osareniye & Ifeoma, 2013). According to them Different countries of the world define higher education from different point of view. While some see it as education after primary and secondary others sees teacher education as an aspect of postsecondary education and not part of higher education. Yet,

others like Pakistan refer to their higher education as the tertiary education system according to Aurangzeb (2012), the higher education in Pakistan is the education above the grade 12.

The University/degree Awarding Institutions (DAI) and the affiliated Colleges sector are the two main sectors of the higher education system in Pakistan. However, in the Nigerian point of view FRN (as cited in Amadi, 2013), defines higher education as the Postsecondary Section of the national education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training Colleges, Correspondence Colleges and such institutions as may be allied to them. In other words, all postsecondary institutions are categorized as apart of higher education in Nigeria. According to NUC (2016) there are 160 Universities (40 federal, 46 States, 74 Private) 71 Polytechnics, 47 monotechnics and 79 Colleges of Education with geographical distribution in fig 1. The uneven spread of these institutions over the country is obvious with the southern part of the country having the highest concentration of these institutions. The uneven distribution of the federal universities probably informed the establishment in one fell swoop of9 universities by the Federal Government in 2011 towards ensuring a federal university in each 36 States in the federation. Bamiro (2012) further explained that, the Higher Education (HE) sector in Nigeria can be described to a large extent, as a sector locked in iron triangle defined broadly by the Vectors of Access, Quality

Figure 1: Vectors of Access

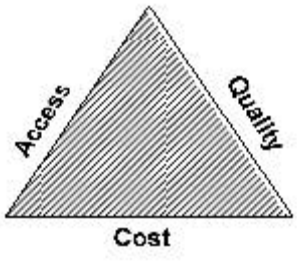
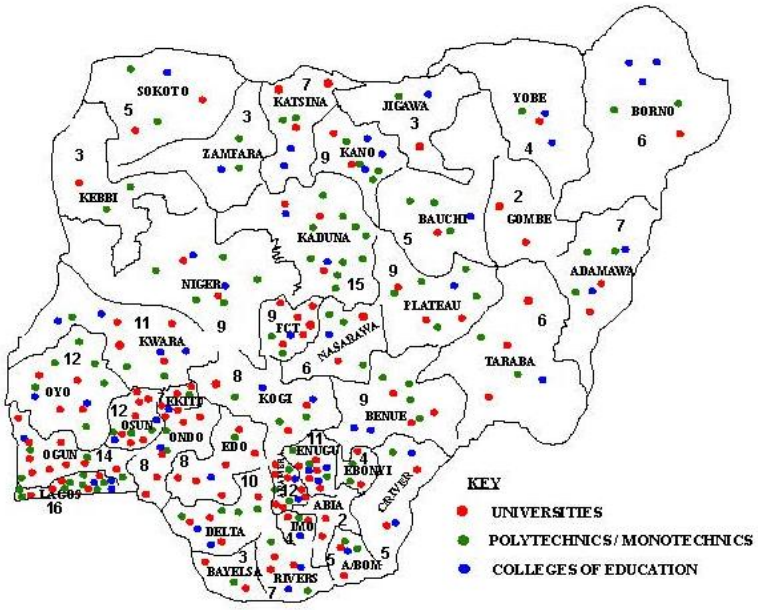


Figure 2: Geographical distribution of HEIs in Nigeria



First generation universities are the six universities established in the 1960s and early 1970s in which Ahmadu Bello University, Zaria was among the first generation universities, the second generation universities are seven universities established in the midst 1970s which the third generations including the universities of technology established in the 1980s and 1990s (Harnett,2000) According to the Association for the Development of Education in Africa (2000) there are 43 higher institutions in Nigeria. 11 states universities, 3 approved private universities and 29 federal universities including 3 agricultural universities, 1 military university, and 4 inter-universities centers. Three levels of university education exist in Nigeria. The university level first stage offers a bachelor's degree after a minimum of three years, and a maximum of six years (e.g. In-medicine). The University level second stage offers master degree following one year of post-bachelor's study. The university level third stage offers the doctorate degree two to three years after the masters. To gain admission into the first level of university education, one has to pass the competitive university matriculation examination (UME) (IAU, 2000).The Nigeria higher education system in spite of being Africa's largest higher education system with nearly 400,000 students is unable to

admit all qualified applicants every year (Association for the Development of Education in Africa, 2000, Ajayi and Alani. 1996) for example in the academic years 1990, 1991 and 1992, only 15.31 percent 16.71 percent and 14.73 percent respectively of the applicants were able to gain admission through the Joint Admission and Matriculation Board (JAMB) (Ajayi, and Alani 1996). In 1998 just 350,000 new students were admitted to university study out of some 400,000 applicants Association for the Development of Education in Africa (ADEA, 2000).

According to Mussazi (1986) the expansion of education in Nigeria, particularly in the Northern areas of the country 1956 – 1966 was due largely to the aftermath of the Ashby report. The Ashby commission was appointed in 1959 by the federal government to investigates Nigeria's needs in the field of post-school certificate and higher education over the next 20 years (federal ministry of education 1960, Taiwo 1980). The commission based much of its investigation and recommendations on the man power study prepared by Professor Fredrick Harbison of Princeton University. Harbison observed that Nigerian urgently needed an expansion in intermediate and higher education. Thus, the goal of higher education in Nigeria between 1960 and 1970 was to develop the system to a point where the employment of expatriates on any sizeable scale could become unnecessary after 1970. However, Harbison cautioned against over investment in higher education and over-crowding the universities with non-science education. Among the recommendation were:

1. That the Federal Government should give support to the development of the new universities of Nigeria planned in 1955.
2. A university should be established in the North in Zaria and in Lagos.
3. A national university commission should be set up to have undisputed control over the affairs of the universities in terms of finance, staff and courses. (Musaazi, 1986)

According to Aggarwal (2008) "Higher education is defined in the International Standard Classification of Education (ISCED) Handbook as more specialized study normally undertaken

after successful completion of a good basic education lasting for at least eleven years. Higher education can take place in a variety of institutions only some of which are called universities".

2.11 University Management in Nigeria

Biobaku (nd) states that "university management is the management of men and women with the most highly developed and developing minds and intends," Academicenterprise" differs from the army whose sole and simple object in conventional terms is the defeat of enemy. It differs from industrial firm whose aim is the production of goods and services subject to the overriding condition that it must make profits. It differs from these because its products are the work of a host of individuals minds, each teaching and investigating in his own subject in his own way; their efforts can be laid alongside one another but they cannot be added together into a sum total of victory or defeat profit or loss... the active agents are the academic staff and students. The administrative structure serves to coordinate their activities. Biobaku quoted Grainoine Moodie and Eustance (1974) who labelled university as "Republican" and observed that its essentials may be summed up in two prepositions. The first is that decision on any issue should be taken by those who know most about it and the second is that those who know most will vary according to the nature of the issue. The then Registrar of the University of Ibadan (in 1975). Okudu also observed that "University administration requires bright men and women. Rev. Osinudu (nd), another Registrar of one of the universities pointed out that university management is the management of academic human resources. While Adebo (nd) observed that management of university is totally different from that of a civil service because the role of a civil service is to serve the management of the day to help them in making of policies and the execution of it. As observed by Bunza (1988). "The instrument of university governance in this country still remains the committee system.

There is visually a committee system for every aspect of the university function. Although the committee system is being seriously challenged, it remains an acceptable forum where all members of the university community have a stake in the welfare of the students on our university campus". The extent to which university administration is based on committee system was also pointed out by the 1991 commission set up by the federal government to review high education in Nigeria when it observed that "virtually, every issue, no matter how big or small is considered by a committee which either takes final decision there on or sends its recommendation to an approval organization or authority. For example, there is development committee on which all deans sit, and the building, works and estate committee. There is also the finance and general purposes committee which subject to the directions of the council exercises control over the property and expenditure of the university and is in effect a cleaning committee of the council, and of course, the appointment and promotions committee chaired by the vice chancellor for senior staff and by his representative for junior staff matters. Similarly, all issues which go to senate are first considered by the faculty. What Jacques Barcum said about university administration in America is to a great extent true or the Nigerian system (Salami, 1999).

According to Ekundayo & Ajayi (2009) Management of university education can be looked into from two dimensions: the external and internal levels. At the external, this is the control by the federal government through the National Universities commission (NUC) a body charged with the coordination of university management in the country. According to Ibukun (1997) the main objectives of the NUC are to ensure the orderly development of university education in Nigeria, to maintain its high standard and to ensure its adequate funding. On the other hand, the internal management of each university is represented by a simple organogram. The first is the visitor who is usually the Head of state or the Head of government that established it (The president in case of federal universities and governors in case of state universities). He usually comes to convocation ceremonies where he uses the

occasion to address the academic communities on matters of the moment (Adegbite, 2007). The second is the chancellor who is the titular head of the university, who by law, in relation to the university takes precedence before all other members of the university and when he is present, presides at all the meetings of the convocation held for conferring degrees (Ekundayo & Ajayi, 2009).Besides at the ape of the management structure within each university is the governing council headed by the chairman (pro-chancellor) which is charged with the administrative functions in the area of goal setting, policy formulation, staff development, general discipline, budget approved and liaison activities with the government. In adding to this, there is the senate, headed by the vice chancellor and the Registrar as the secretary. The senate regulates the academic activities of the university following the general guidelines by the NUC. According to Mgbekem (2004). The universities in Nigeria are run through committee systems which are either responsible to the council or the senate, among these committees are:

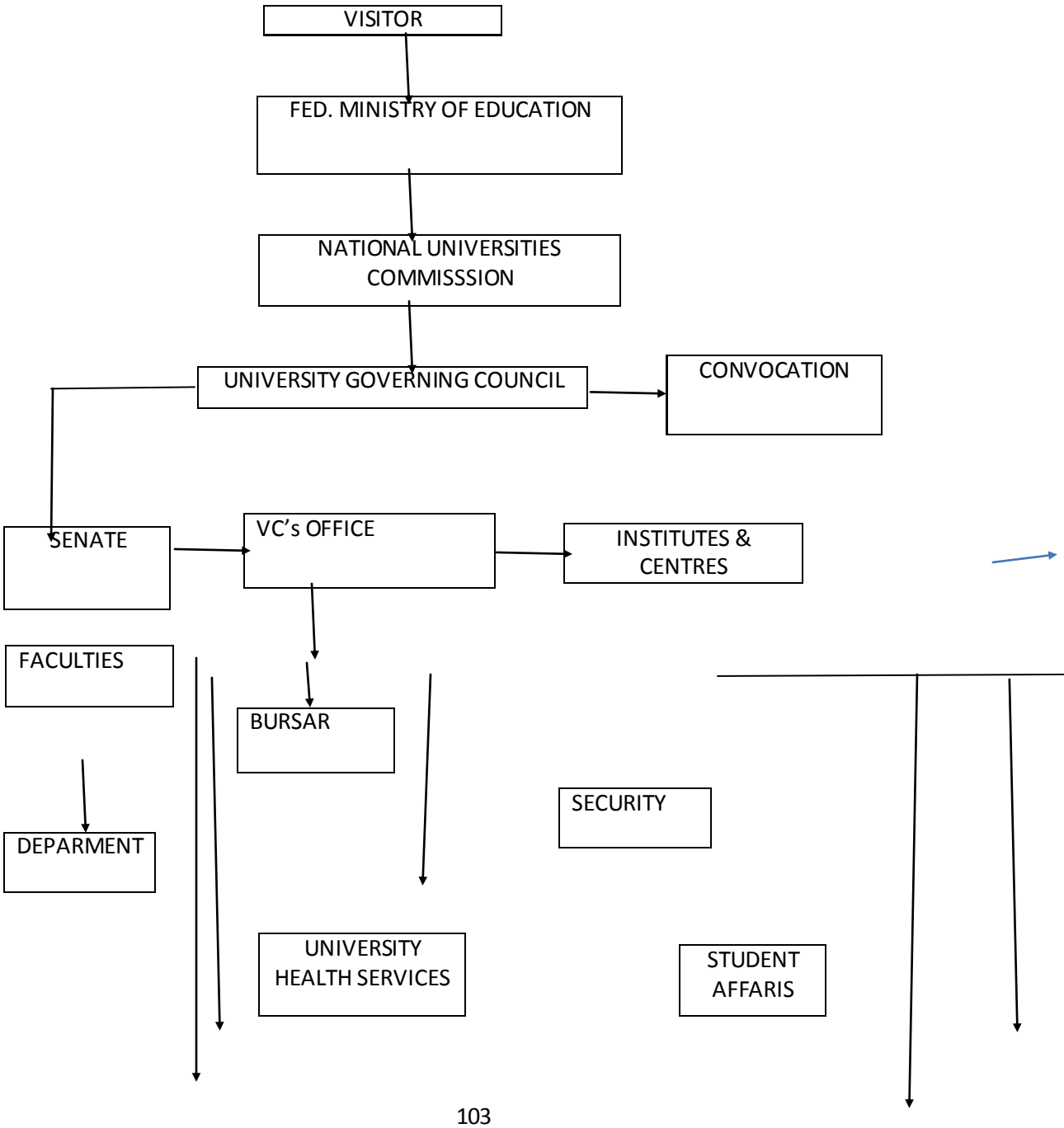
a. Finance and general purpose committee
b. Development committee
c. Appointment and promotion committee
d. Admissions committee
e. Committee of deans
f. Research grants committee
g. Academic planning committee
h. Ceremonies committee, among others.

The Organizational Structure/Organogram of Univaritsities in Nigeria

The university is an educational institution, charged wuth the produce of development and postgraduates in diverse fileds if endeavour to contribute in national development. For the achievement of this obuectivew, both adminsttative and academic staffs work together in pursuance of a common goal. For peaceful organizational climate to be achieved, the institutions are statutorily devided into unts whcich form the organogram.

The organogrtam of the university system appears to be the same though there may be slightly loval variations which may be determined by its location. However, the organogram of the Ahmadu Bello University Zaria is presented to illustrate a typical organizational structure of the federal university in Nigeria (ABU strategic plan 2008-2012).

Figure 3: The Organogram of the Unviesity System in Nigeria



REGISTRAR

ESTATE

LIBRARY

Source:ABU strategic plan 2008-2012

2.12 System of Governance and Management of Higher Education Institutions at The National Level.

Bamiro (2012) assumes that, the existing system of governance and Management of the Higher Education Institutions at the National level are under three agencies. According to him, these agencies perform supervisory and regulatory function under the Federal Ministry of Education. These are the National Universities Commission (NUC) for Universities; the National Board for Technical Education (NBTE) for the Polytechnics/Monotechnics and Technical Colleges; and the National Commission for Colleges of Education (NCCE) for the Colleges of Education. He examines that the mandate and the resulting functions of these agencies are indeed structurally similar. The NBTE and NCCE perform identical functions for the Polytechnics and Colleges of Education respectively. He further explained that, the NUC has evolved a robust scheme of International standards for the accreditation of programmes in the system. This has according to him has had a salutary effect on the commitment of the system managers to quality of their programme delivery. For the accreditation exercise, NUC developed the Basic Minimum Academic Standard (BMAS) for every undergraduate programme in the university system.

The BMAS forms the basis of accreditation of programmes in the National university system (NUS). Universities interact with NUC through its performance of this important quality

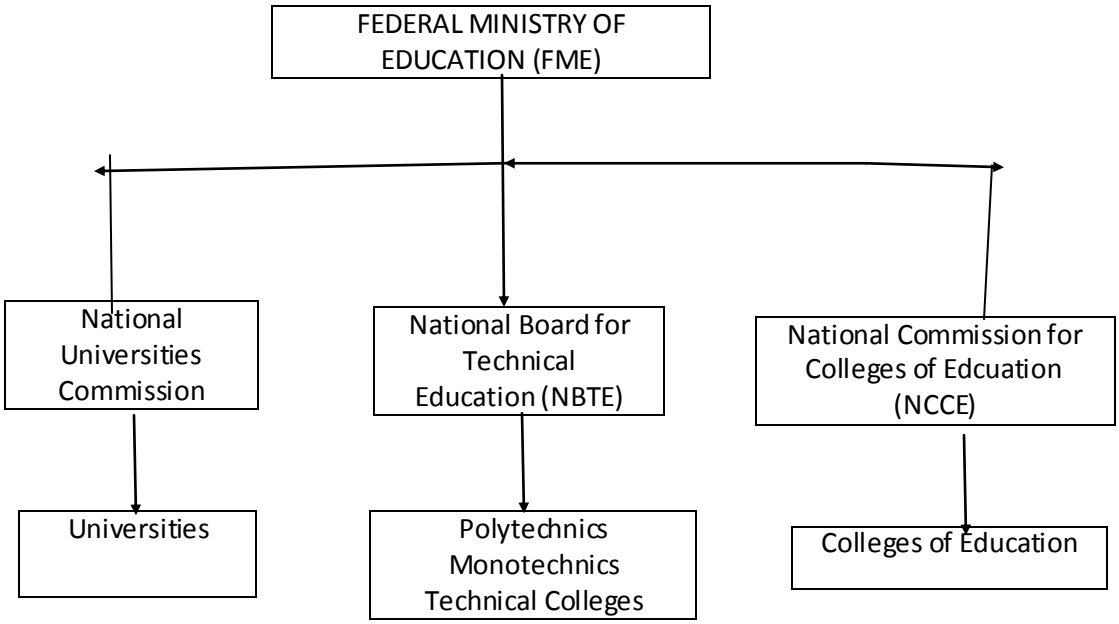
assurance function. The result of the programme-based accreditation exercise is in terms of a programme being found to be worthy of “full accreditation” or “Interim accreditation” or the worst case, “Denied accreditation”. The commitment of the university administration is towards ensuring that all programmes attract full accreditation or, where the deficiencies cannot be fully taken care of, an interim accreditation. According to Bamiro (2012) Polytechnics and Colleges of Education also face the same challenge of accreditation by heir regulatory bodies namely NBTE and NCCE respectively. He further stressed the importanceof TETFund and its intervention that it encourages higher education institutions to utilize regular allocations by the Fund to address programmes that have been found deficient. Based on its experience over the years, NUC realized the inadequacy of absolute reliance on programme accreditation to handle Quality Assurance in all its ramifications in a world now according to him are characterized by nation states committing resources to nurture what hecalled world-class universities to face challenges of globalization. This has led to the development and deployment of various elements to undertake according to him what is now commonly referred to as, Institutional accreditation. The developed institutional accreditation, which seeks to capture the operational environment for the conduct of the basic functions of teaching, learning, research and community service, is based on the minimum standards set for the following criteria:

a. Institutional vision, mission and strategic goals;
b. Institutional governance and administration
c. Institutional resources;
d. Quality of teaching, learning and research
e. Extension Services and consultancies;
f. Transparency, financial management and stability
g. Financial management and stability

A test run of the developed instruments for institutional accreditation was carried out in six universities in 2010. The perfected instruments were later used to carry out institutional accreditation in several universities. Bamiro (2012) writes that "surely, institutional accreditation focuses on the quality of governance of an institution beyond other parameters being measured. He further noted that the following elements and the weighting of the second criteria namely, institutional governance and administration: Quality of governance and administration by Council (2), Senate (2), PrincipalOfficeVice-Chancellor (7), Registrar (3), Bursar (2), University Liberian (2), Faculty BoardsDepartments, and other statutory bodies (2) in relation to vision, mission and strategic Goals of the university.It is worthy of note the weighting (7 out of 20) of the Vice-Chancellor as the recognized Champion of the implementation agenda of the university's vision, mission and strategic goals. It is pertinent to note the assumption that every university has set strategic goals being pursued. He goes further to explain that NUC has been conducting both programme accreditation and institutional accreditation.However according to him the performance of the function of programme accreditation has been compounded by the existence of about 3,398 NUC approved degree programmes being run in the system as at 2011 spread over different disciplines.

Since programmes, even with full accreditation have to be re-evaluated every six years, it can readily be seen that is indeed an uphill task to keep pace with accreditation schedules which ordinarily, may involve close to 500 programmes per year. The situation calls for a revisit of the concept of the accreditation, which is to be proving to be unsustainable as more programmes are being approved and NUC has to budget for the exercise for funding by the Federal government.

Figure 4: the management structure of the HEIs



2.13National Universities Commission (NUC)

The National Universities Commission was established in 1962 as an advisory agency in the Cabinet Office. However, in 1974, it became a statutory body and the first Executive Secretary, in the person of Prof. Jibril Aminu was then appointed.The National Universities Commission (NUC) is a parastatal under the Federal Ministry of Education (FME). The Commission has a Governing Council, its **Executive Secretary is Prof. Julius A. Okojie**, who assumed office **on August 3, 2006.**In its over 47 years of existence, the Commission has transformed from a small office in the cabinet office to an important arm of government in the area of development and management of university education in Nigeria.

The main functions of the Commission are outlined as follows:

i. Granting approval for all academic programmes run in Nigerian universities;
ii. Granting approval for the establishment of all higher educational institutions offering degree programmes in Nigerian universities;
iii. Ensure quality assurance of all academic programmes offered in Nigerian universities; and
iv. Channel for all external support to the Nigerian universities.

The Commission has fourteen Departments; Department of Academic Standards, Department of Inspection and Monitoring, Department of Management Support Services, Department of Students Support Services, Department of Research and Innovations, Department of Information and Communications Technology, Department of Finance and Accounts, Department of Quality Assurance, Department of Physical Planning and Development, Department of Open and Distance Education, Liaison Office Department, Department of Information & Public Relations, Department of Protocol & Special Duties and the Executive Secretary's Office. Each of the departments is headed by a Director.The Commission has recorded a number of successes since its inception. These successes can be attributed to quality of leadership, dedication and commitment of the staff, the quality of its Board members, cooperation received from Universities and support from the Federal Government.As a coordinating body, the Commission ensures it discharges its responsibilities by recruiting adequate and relevant man power and appeals to the Universities for their

sustained support and understanding. The Commission also relies on support from the Federal Government, State Governments and other stakeholders in its bid to improve on the quality of tertiary education and graduates of the nation's university system.

NUC Departments

1. **Inspection and Monitoring**

Mandate &Functions

The main functions of the Department are: -

- Monitors and evaluates all universities with focus on such areas as academic briefs and master plan implementation, institutional management and governance, student and staff numbers, staff quality and mix, teaching and research quality; infrastructural input and other issues pertinent to quality assurance (quarterly).
- Inspects and advises the NUC and proprietors of universities on the state of the institutions, highlighting areas that require remediation (as the need arises).
- Monitors and inspects, from time to time, the certificates awarded to approved programmes in order to maintain quality and standards (quarterly).
- Collects and collates information from universities that may assist in the inspection and ascertainment of compliance with the standards prescribed by law (quarterly).
- Co-ordinates, supervises and reports on the conducts of post-UTME Screening exercises in Nigerian universities (annually).
- Works with other government law enforcement agencies to ensure closure and discourage the proliferation of satellite campuses and other illegal degree-awarding institutions in Nigeria (regularly).

- Facilitates and promotes mentoring of newly established universities by older universities (regularly).
- Develops a database of students, staff and facilities from the monitoring and inspection activities of Nigerian universities (bi-annually).
- Advises the universities on how to achieve efficient quality assurance in their activities (quarterly).
- Ranks the Nigerian universities based on acceptable world ranking indices/seven imperatives for the Nigerian University System (biennially).
- Inspects facilities in the universities to determine their currency, the use of up-to-date ICT facilities and the quality of the staff manning them (quarterly).
- Advises on governance patterns and particularly the separation of responsibilities among the leadership of the universities (annually)
- Advises universities on how to take advantage of linkages in the development of quality academic programmes, funding and research initiatives (bi-annually).

2. Quality Assurance

Mandate & Functions

The functions of the Department are as follows:

- Coordination of accreditation visits to academic programmes at undergraduate and postgraduate levels in all Nigerian Universities and degree awarding institutions.
- Coordination of institutional accreditation in the Nigerian University System;
- Coordination of the development of new instruments used for accreditation exercises;

- Periodic review of the instruments used for programme and institutional accreditation in Nigerian universities and degree-awarding institutions;
- Promotion of institutional culture of quality assurance and self analysis by encouraging universities to develop strong internal quality assurance mechanism and conduct internal mock accreditation exercises;
- Responding to inquiries and advising the National Universities Commission on all issues that relate to accreditation of academic programmes in Nigerian universities;
- Obtaining annually, the list of approved Full-Time/Part-Time Undergraduate, Postgraduate and Distance Learning academic programmes from the Department of Academic Standards to determine programmes that are mature for accreditation;
- Maintaining a database of professors in Nigerian universities and update same annually;

3. Research and Innovation

Mandate & Functions

- Coordinating and Monitoring Universities' Projects.
- Sponsoring research in areas relevant to national development in Nigerian Universities.
- Developing and monitoring research policy for the Nigerian University System (NUS) in line with national goals and needs.
- Developing and implementing modalities for conducting periodic research assessment exercises in Nigerian Universities for funding purpose.

- Collection and collation of timely and up-to-date data on Nigerian Universities for dissemination to the general public.
- Identifying and facilitating innovations and best practices in teaching and learning in the Nigerian University System.
- Fostering collaborations between government, industry, universities and other stakeholders in Higher Education.
- Developing NUC capacity on innovative approaches to efficient and effective service delivery.
- Develop a blue print of areas of intervention in the Nigerian University System for donor support.
- Provide project management services in collaboration with donor agencies and partners for the NUC.
- Coordinate national and international linkages/collaborations in higher education.
- Coordinate NUS special projects on Research and Innovation.
- Promoting the publication of books and journals in Nigerian Universities
- Developing blueprints of areas of intervention for donor support for the promotion of research activities in the Nigerian University System

4. Open and Distance Education

Mandate & Functions

In pursuance of the vision and mission of the Department of Open and Distance Education, the major functions of the Department shall be to:

- Promote and coordinate the orderly mainstreaming of the open and distance learning mode of delivering university education in Nigeria;

- Set and regulate the standard of open and distance learning practice in the Nigerian university system (NUS) in line with the provisions of the **"Guidelines for Open and Distance Learning in Nigerian Universities"**
- Advice the Federal Government of Nigeria on the desirability and conditions for the establishment of degree-awarding ODL institutions and academic programmes in Nigeria;
- Facilitate and strengthen the development of institutional and professional capacity for sustainable deployment of the ODL mode in the NUS;
- Collaborate with appropriate Departments in the Commission to ensure the delivery of quality university education by the (ODL) mode
- Liaise and collaborate with appropriate institutions in the public and private sectors within and outside Nigeria to ensure that the standard of ODL programmes and practice in the NUS are consistence with global best practice; and
- Engage in any other activities that will facilitate the optimization of the ODL mode in enhancing access to quality university education in Nigeria.

- The Department of ODE is also charged with responsibility for dealing with all issues pertinent to the cross-border provision of university education in Nigeria. In this regard, the Department shall:
- Advice the Federal Government on the desirability and conditions for the cross-border provision of university education in Nigeria within the framework of the General Agreement on Trade in Services (GATS) of the World Trade Organization (WTO) of which Nigeria s a signatory;
- Establish and review from time to time, the regulatory framework to assure quality in the provision of cross-border university education in Nigeria, as

enunciated in the NUC **"Guidelines for Cross-Border provision of University Education in Nigeria"**

- Facilitate and strengthen the development of institutional and professional capacity in the NUS for sustainable optimization of cross-border educational opportunities by Nigerian universities and other stakeholders;
- Liaise and collaborate with appropriate quality assurance agencies in exporting countries to ensure parity of standard, reciprocity and mutual recognition of qualification between Nigeria and home countries of foreign educational providers;
- Liaise and collaborate with the quality assurance agencies of other countries to develop a database of recognized universities and their accredited qualifications to obviate the threat posed by degree and accreditation mills;
- Forge and sustain partnerships and collaborations with appropriate institutions in the public and private sectors within and outside Nigeria, to enable Nigeria derive maximum benefit from the cross-border provision of quality university education as an additional means of enhancing access;
- Forge and sustain partnerships and collaborations with appropriate institutions in the public and private sectors within and outside Nigeria, to Promote the internationalization of university education;
- Be a focal point on behalf of the Commission for engendering the achievement of harmonization, mutual recognition of degrees, diplomas and other qualifications among countries on the African continent, towards a viable African credit transfer system to facilitate student and staff mobility across borders on the continent; and

- Undertake any other activities that will facilitate the optimization of cross-border educational opportunities in fulfilling the objectives of enhancing access to quality university education in Nigeria.
- The third broad mandate of the Department is the promotion and regulation of E-learning in the NUS. In this regards the department shall:
- Promote, popularize and coordinate, the deployment of E-learning tools in the delivery of university education in Nigeria;
- Set and regulate the standard of E-learning practice in the Nigerian university system (NUS);
- Facilitate and strengthen the development of institutional and professional capacity in the NUS for sustainable optimization and deployment of E-teaching opportunities in Nigerian universities;

Forge and sustain partnerships and collaborations with appropriate institutions in the public and private sectors within and outside Nigeria, to enable Nigeria derive maximum benefit from E-learning in the provision of quality university education in the NUS.

5. Protocoland Special Duties

Mandate & Functions

The main function of the department are as follows:

- Coordinating and Monitoring Linkages with Experts and Academics in the Diaspora (LEADS) Scheme.
- Coordinating the activities of the Nigerian Universities Offices in London, Washington DC and Ottawa (Canada).

- Identifying and facilitating linkages and collaboration with local and foreign institutions and agencies for the benefit of the NUS.
- Carrying out verifications/confirmation of academic qualification and accreditation in collaboration with foreign missions and Higher Education institutions.
- Identifying and facilitating recruitment/verification of foreign Nationals for the purpose of capacity building in the Nigerian Universities.
- Identifying areas of needs and coordinating study abroad programmes for best practices in University Management for both University Managers and academics.
- Establishing and maintaining diplomatic liaisons for the benefit of the Nigerian University System and higher education.
- Co-ordinating and monitoring the sponsorship of outstanding students for postgraduate programmes outside Nigeria under the PRESSID, NYSC Presidential Scholarship honours and other forms of scholarship.
- Organising and facilitating international Visitor Leadership programmes, etc.
- Attracting and Coordinating fellowships (Fulbright, Chevening, Humphrey etc.
- Developing framework and maintaining relationships with AAU, VOLVIS, QAA, IAU, CHEA, UNESCO and other international agencies or organizations on higher Education.
- Concluding arrangement for Hotel Reservation, Refreshment/Entertainment, Venue/Events Planning and Receptions for stakeholders in higher Education.
- Facilitating procurement of passports Visa and tickets for stakeholders, Development Partners and Foreign missions.

- Maintenance of vehicle fleets and logistics services for both staff of the Commission and stakeholders of the NUS.
- Establishing, maintaining, regularly updating and publishing information on the Executive Secretary's schedule for specified period(s) of time as the case may be.

6. Lagos Office

Mandate & Functions

- Liaise with the Federal Ministry of Education Offices, Institutions such as Commercial Banks and Parastatals in Lagos and the Southwest Zone of Nigeria.
- Representing the Executive Secretary in Lagos, particularly on matters relating to the Commission, the University System and other assignments as may be given by the Executive Secretary and other Directors from time to time.
- Promoting interaction with Governments and Non-Governmental Agencies in Lagos and the Southwest Zone of Nigeria.
- Maintenance of NUC Properties in Lagos.
- Management of the Guest House for the Commission.
- Undertaking Protocol activities for the Commissionâ€™s Staff and Official Guests.

7. Finance and Accounts

Mandate & Functions

The main functions of the Department are: -

- Participating at Universities System Annual Review Meetings conducted by the Commission to assess performance and determine the financial needs both recurrent and capital in a budget year of Nigerian Universities and inter-university centres.
- Collating the various estimates of Federal Universities/Centres and submitting same to the Federal Government through the Federal Ministry of Finance and the national Planning Commission for Recurrent and Capital grants.
- Preparing the Commission's Secretariat annual operating budget.
- Defending the budgets of the Federal Universities/Centres and that of the Secretariat at various levels with the Federal Government.
- Receiving block grants from the Federal Government of Nigeria and other bodies outside Nigeria (including external aids) on behalf of the universities and disbursing the funds to the universities according to agreement and approved guidelines.
- Managing the National Universities Commission's fund in accordance with section 8(1) of the Decree No 1. Of 1974 enacting the Commission.

- The commission is empowered to apply the proceed of the funds: -
    - To the cost of administration of the Commission
    - To the re-imbursement of members of any committee set up by the Commission for such expenses incurred by them and approved by the Federal Executive Council.
    - To the payment of salaries, fees and other remuneration.
    - For the maintenance of properties owned by the Commission

- Monitoring of budget performance of universities with respect to recurrent and capital expenditures and internally generated revenue.
- Ensuring that adequate and accurate financial records are maintained for all local and foreign transactions for the Commission and Nigerian Federal Universities.
- Â Assisting Federal Universities to maintain uniform accounting system to enhance consolidation, transparency and accountability.
- Preparing the Final Accounts of the Commission and causing same to be audited annually.
- Liaising with both internal and External Auditors for regular checking of the accounts of the Commission.

8. Information and Communication

   Mandate & Functions

   The Department of Information and Communications Technology will facilitate the utilization of ICT for teaching, research, planning management and effective evaluation through decision making package in the Nigeria university system.

9. Students Support Services

Mandate & Functions

The functions of the department include the following;

1. Encouraging universities to develop and deploy career development and management initiatives that will help students develop critical lifelong learning skills that will enable them make wise and intelligent decisions and choices of careers.

2. Facilitating and coordinating the emergence of Counseling and Human Development Centres with well-developed resources in all Nigerian Universities.

- Setting standards for the universities to evolve programmes that will help students acquire requisite Leadership skills.

1. Facilitating the entrenchment of Entrepreneurship Education and skills development for university students.
2. Facilitating and coordinating the establishment of Entrepreneurship Study Centres in Nigerian Universities and monitoring of same.
3. Facilitating the evolution of policies and guidelines that will ensure adequate student welfare on university campuses.

- Facilitating in all universities, the inculcation of Nigerian value systems and also of national orientation in collaboration with other relevant agencies.
- Facilitating the development of effective communication system between students and university authorities.

1. Ensuring the implementation of government policies on university admissions and examinations as may be laid down from time to time, including the conduct of student screening.
2. Supervising and monitoring the implementation of strategies aimed at eradicating anti-social activities on university campus.
3. Liaising with other relevant agencies such as JAMB, NYSC, etc to facilitate and ensure compliance with government policies on admission and youth mobilization.

- Ensuring the contribution of games to the social, cultural and economic regeneration of university communities.

10. Academic Standard

Mandate & Functions

- The Department of Academic Standards is a product of the recent restructuring in the NUC. It emerged out of the severance of the old Division of Facilities and Infrastructure Planning and Development and the Resource Verification Unit of the Programme Planning Division

  It is pertinent to note that the reorganisation has not markedly affected the job brief (save for the excision of the resource verification and Facilities and Infrastructure Planning and Development functions) of the Department which clearly remains the hub of the National Universities Commission given its critical functions.

  The Department is made up of the following five Divisions:

  1. Postgraduate Curriculum Development and Planning,
  2. Undergraduate Curriculum Development and Planning,
  3. Resource and Strategic Planning, and
  4. Student Industrial Work Experience Scheme.

  Auditors for regular checking of the accounts of the Commission.

11. Management Support Services

Mandate & Functions

Consistent with our vision and mission statements, and within the context of the overall mission of the Commission, the statutory mandates or functions of the Department are:

1. Strategic Management of the commissionâ€™s human capital in terms of talent management and recruitment, compensation, benefits and rewards and records management;
2. Strategic Human Resource Development in terms of training, retraining and staff development towards improving the skills and competences of the staff for improved performance;
3. Provision of employee welfare services as motivational dynamics for increased staff productivity;
4. Provision of general services in the area of security, mails and passages, office management etc;
5. Ensuring the existence of core of disciplined staff and the creation of a friendly working environment in the commission; and
6. Handling any other administrative and human resource matter that may be assigned from time to time.

12. Executive Secretaries Office

Mandate & Functions

The functions of the Executive Secretary's Office are as follows:

- To liaise with the Department and Protocol and Special Duties for the provision of protocol services, including passages for the Board, Management, Principal Officers and sometimes Guests of the Commissions;

- To ensure adherence to due process in the award of contracts for goods and services;
- To promote good work ethics at the Commission;
- To promote transparency and accountability;
- To ensure the courteous and efficient service delivery by staff;
- To coordinate all the Divisions within its purview for the successful execution of the routine administrative duties of the Executive Secretary;
- To ensure the effective control and utilization of available resources including project vehicles;
- To protect the corporate image of the Commission;
- To provide Secretariat services to the Board and Management;
- To coordinate all Ad-hoc Committees of Management including the Committee on the Closure of Illegal Universities and the Standing Committee on Private Universities;
- To facilitate and coordinate bi-annual meetings of the Executive Secretary with professional Councils, Boards and Associations;
- To handle all insurance issues of the Commission;
- To carry out the allocation of official vehicles to deserving members of Management; and
- To carry out any other function as may be directed by the Executive Secretary.

NUC (2016)

Table 17: List of Approved Federal Universities in Nigeria from 2011-2015

S/N	Institution	Year of Establishment
1.	Federal University, Lokoja, Kogi State	2011
2.	Federal University, Lafia, Nasarawa State	2011
3.	Federal University, Kashere, Gombe State	2011
4.	Federal University, Wukari, Taraba State	2011
5.	Federal University, Dutsinma, Katsina State	2011
6.	Federal University, Dutse, Jigawa State	2011
7.	Federal University, Ndufu-Alike, Ebonyi State	2011
8.	Federal University, Oye-Ekiti, Ekiti State	2011
9.	Federal University, Otuoke, Bayelsa State	2011
10.	The Nigeria Police Academy, Wudil, Kano State	2012
11.	Federal University, Birnin Kebbi, Kebbi State	2013
12.	Federal University, Gusau, Zamfara State	2013
13.	Federal University, Gashua, Yobe State	2013

Source: National Universities Commission Bulletin (2016)

Table 15 above shows number of Federal Universities established by the Federal Government between 2011 – 2015 in Nigeria.

Table 18: List of Approved State Universities from 2011-2015

S/N	Institution	Year of Establishment
1.	Bauchi State University, Gadau	2011
2.	Northwest University, Kano, Kano State	2012
3.	The Technical University, Ibadan, Oyo State	2012
4.	Sule Lamido University, Kafin Hausa, Jigawa State	2013
5.	Ondo State University of Medical Sciences	2015

Source: National Universities Commission Bulletin (2016)

Table 16 above shows number of State Universities established by respective States of the Federation and approved by the Federal Government between 2011 – 2015 in Nigeria.

Table 19: List of Approved Private Universities 2011-2015

S/N	Institution	Year of Establishment
1.	Adeleke University, Ede, Osun State	2011
2.	Baze University, Abuja	2011
3.	Landmark University, Omu-Aran, Kwara State	2011
4.	Samuel Adegboyega University, Ogwa, Edo State	2011
5.	Elizade University, Ilara-Mokin, Ondo State	2012
6.	Evangel University, Akaeze, Eboyi State	2012
7.	Gregory University, Uturu, Abia State	2012
8.	McPherson University, Seriki Sotayo, Ajebo, Ogun State	2012
9.	Southwestern University, Okun Owa, Ogun State	2012
10.	Augustine University, Ilara, Lagos State	2015
11.	Chrisland University, Owode, Ogun State	2015
12.	Christopher University, Mowe, Ogun State	2015
13.	Hallmark University, Ijebu, Itele, Ogun State	2015
14.	Kings University, Ode Omu, Osun State	2015
15.	Micheal and Cecilia Ibu University, Owhrede, Delta State	2015
16.	Mountain Top University, Ogun State	2015
17.	Ritman University, Ikot Ekpene, Akwa Ibom State	2015

18. Summit University, Offa, Kwara State 2015
19. Edwin Klark University, Kiagbodo, Delta State 2015
20. Hezekieh University, Umudi, Imo State 2015

Source: National Universities Commission Bulletin (2016)

2.14 Problems of University Management in Nigeria

Ibukun (1997) observed that university governance in Nigeria today is nothing but crises management. Nigeria's university crises, some of which have been identified by the world Bank (1994), and the traces are noticeable as:Decline Public Expenditure;deteriorated infrastructure/facilities/equipment for teaching, research and learning materials are either lacking or very inadequate and in a bad shape to permit the universities the freedom to carry-out the basic functions of academicsthe erosion of university autonomy and academic freedom;the increase rate of graduate unemployment;brain-drain; and student unrest and constant strikes by both students and academic staff.

Financial Crises:

Ibukun (1997) lamented that, there is growing shortage of funds and resources in the university system. According to Oyeneye (2006), and Adegbite (2007), the major challenge facing the management of university system in Nigeria is inadequate funding. Meanwhile Ajayi and Ayodele (2001) argued that there was an increase in the proportion of total expenditure devoted to education, but this has been considered to be rather grossly inadequate considering the phenomenon increase in student enrolment and increasing cost, which has been aggravated by inflation. Besides, Ajayi and Ekundayo (2009) remarked that, the Nigerian Government over the years has not been meeting the United Nations Educational Scientific and Cultural Organization (UNESCO) recommendation of 26% of the

total budget allocation to education sector. Aina (2007) posited that, government priority to education is still very low. These revelations expose the extent to which the government itself is a contributing factor to the financial imbroglio of the university system.

Deteriorated infrastructure:

It is worrisome to note that Nigerian universities are fast decaying. All the resources required for education production process are in short supply, Lecture Halls, Laboratories, students Hostels, library space, books and journals, Offices spaces are all seriously inadequate. (Ochuba, 2001). According to the World Bank (1994) the equipment for teaching, research and learning are either lacking or very inadequate and in a bad shape to permit the universities the freedom to carry-out the basic functions of academics. Still. According to the NUC (2004), Presidential Visitation Panel which locked into the operations of all federal universities were in deplorable condition. Meanwhile this condition of resource inadequacy is what Ajayi and Ayodele (2001) described as an offshoot of the endemic crises in the sector.

Brain Drain syndrome;

Brain-drain, refers to widespread migration of academic staff from the universities in the country to overseas universities or equivalent institutions where their services are better rewarded. Akindutire (2004). Institutional deterioration and salary erosion during the past decade have prompted substantial"brain-drain" of academic staff and impeded new staff recruitment. According to Bangura (1994), between 1988 and 1990, over 1000 Lecturers left the Federal university system in Nigeria. Also according to Saint, Harnett and Strassner (2003), various factors have combined to cause these staffing difficulties. One has been the relatively low level of academic salaries during the past decade and the declining financial attractions of university employment in comparison to other opportunities. Another has been the rising workloads associated with deteriorating staff/students ratios. It must be

emphasized that while the best brains are leaving the university system, the broad aim of producing high level manpower from the system for national development cannot be achieved.

Erosion of university autonomy;

Ojedele and Ilusanya (2006) and Babalola, Jayeioba and Okediran (2007) describe university autonomy as protection of the universities from interference by government officials in the day to day running of the institution especially on the issues related to the selection of student, the appointment and removal of academic staff including vice-chancellors, the determination of content of university education and the control of the degree standard and the determination of size and the rate of growth. According to Ajayi and Ayodele (2001), government involvement in university governance has been appoint of strife between the government and the academic Staff Union of Universities (ASUU) over some time now. University autonomy is essential to the advancement, transmission and application of knowledge and this is the more reason the ASUU has been more vociferous in the demand. According to Babalola et al (2007), University autonomy and academic freedom has over the years been a recurring issue in the ASUU's demand from the federal government.

Graduate unemployment;

Akinduture (2004) laments that the problem of graduate unemployment is a reality in Nigeria where graduates had to wait for upwards of five years to get job in the public service. According to Ajayi and Ayodele (2002), it is even common in recent times for university graduates to be subjected to series of competitive examinations for appointments. The lamented further that it is becoming a herculean task for fresh inexperienced graduates to pick a 'first' employment in the formal sector.

Volatile and militant student unionism;

Ekpo and Ishak (2014) submitted that, the current trend in universities in Nigeria are in a state of decay and rot, according to them the situation has most recently assumed unprecedented, unimaginable and alarming proportions. ASUU in this direction in a bid to force the Nigerian government to revamp these citadels of learning embarked on total and indefinite strike in 2009. According to them tis strike have brought ASUU and the Federal Government together and resulted in the signing of agreement in order to address the dispute as it affects the following issues among others:Funding requirements for revitalizing the Nigerian universities;Federal Government Assistance to state universitiesProgressive increase of annual budgetary allocation to education to 26% between 2009 and 2020;Payment of Earned Academic Allowances (EAA);Amendment of the pension/retirement age of academic on the professorial cadre from 65 to 70 years;Establishment of Pension Fund Administrator;University Governing Council; Transfer of Federal Government landed property to universities; andSetting up of research and development units by companies operating in Nigeria and teaching and research equipment;This agreement according to them suffered non-implementation by the Federal Government. Only few issues were partially addressed. The non-implementation of these agreements led to another strike in 2012. Federal Government in her effort signed a memorandum of understanding (MoU) on January 2012 with ASUU and also renewed its commitment and assurances to full implementation of the 2009 Agreement as follows:

Funding requirement for revitalizing the Nigerian universities;

Government reaffirms its commitment to the revitalization of Nigerian universities through budgetary and non-budgetary sources of funds. Government will immediately stimulate the process with the sum of N100 billion and will build this up to yearly sum of N400 billion in the next three (3) years. These interventions will be based on identified prioritized needs,Federal Government Assistance to state universitiesthe state universities shall continue to enjoy federal special and other statutory interventionsProgressive increase of

annual budgetary allocation to education to 26% between 2009 and 2020 Government will improve significantly the budgetary allocation to education from 2013 to 2020.Earned Academic Allowances'

Government accepts in principles the payment of Earned Academic Allowances (EAA). There is need to work out practical and sustainable ways to do this. Consequently, the mandate of the Implementation Monitoring Committee (IMC) has been expanded to include proposing practical and sustainable ways of paying the Earned Academic Allowancesand the report is expected in 60 days. Government shall direct the universities to support internal staff development of all those not covered under Tertiary Education Trust Fund TETFund intervention on capacity building.Amendment of the pension retirement age of academics on the professional cadre from 65 to 70 years as soon as the legislative procedures for the Bill on seventy years' retirement age for academics at the professional cadre are concluded, the president shall assent to it not later than the end of February 2012.Establishment of Pension Administrator. Government directed the Implementation Monitoring Committee (IMC) to take all necessary steps to register NUPEMCO within three (3) months. Where the IMC has difficulties, it should refer the matter to the Government for necessary action.

University Governing Council. Governments undertake to reinstate Governing Councils of various universities on or before February 12, 2012, but may make changes in external membership when it deems necessary. The tenure of the Councils thus reinstated ends in February 2013.Transfer of Federal Government landed property to universitiesUniversities shall form a University Holding Company which shall, among other things participate in the acquisition, management and concession of government properties.Setting up of research development units by companies operating in Nigeria and teaching and research equipmentGovernment will encourage companies operating in Nigeria to collaborate closely with Nigerian universities in setting up research and development units.

The Budget Monitoring Committee (BMC)Each council shall set up a Budget Monitoring Committee (BMC) which shall monitor the effective use of funds in each university. BMC shall, through the Governing Council sends its report on project execution, budget performance, and financial discipline to the Implementation Committee quarterly.Expansion of the Implementation Committee, The Implementation Committee will be expanded to include one representative of the Ministry of Finance, Ministry of National Planning and the Budget Office.In order to ensure effect overall monitoring of the implementation of FGN/ASUU agreement, Government shall meet with the expanded IMC on a quarterly basis to assess progress.They go further to lament that, following Federal Government's refusal to fully implement the 2009 agreement, ASUU embarked on another strike from 1st July, 2013 to demand the full implementation of the agreement. After five (5) months of extensive deliberation between ASUU and the Federal Government, it was resolved as follows:

The non-implementation of the nine items in the 2009 agreement between FG and ASUU are the main contentious issues, namely:

Funding for the revitalization of Public universities through the implementation of the implementation of the recommendations of the Committee on Need Assessment of the Nigerian Universities (CNANU); andPayment of Earned Allowances Other issues discussed include:Composition of the Implementation Monitoring Committee of CNANU reportRenegotiation of the 2009 Agreement Government patronage of University Consultancies.The challenges, which had affected the implementation of the agreements, were due to the financial difficulties confronting Government which were unforeseen at the point of signing the 2009 agreement and have continued to be crucial factors militating against the implementation of the Agreement.The FG is irrevocably committed to the overall improvement in the quality of education especially at the tertiary level in the country.There is overarching need to find a lasting solution to the challenges facing university education in

the country through the development of sustainable, affordable and implementable strategies that are within the revenue profile of the Government.

Arising from the above understanding, it was further resolved with particular emphasis on funding that:Nigerian universities must be revitalized for effective service delivery.All the provision in the extant agreement/MoU for the revitalization of the university system shall be fully implemented including the 2012 CNANU report.FG shall mobilize resources towards this goal. In view of the above understanding, the following resolutions were reached:FG shall provide funds for the revitalization of the university system in the following manner in six years:

Table 20: Funds for the revitalization of the university system as a result of agreement between FGN and ASUU from 2013- 2018

SN	Year	Amount (billion Naira)
1	2013	200
2	2014	220
3	2015	220
4	2016	220
5	2017	220
6	2018	220
TOTAL	**6 years**	**1.3 Trillion**

Source: Ekpo & Ishak (2014).

A dedicated revitalization account shall be opened at the Central Bank of Nigeria (CBN) by the FG. Funds shall be paid into the account on a quarterly basis, from which the universities will draw. FG shall ensure that these funds will be ring-fenced.The N200 billion agreed upon as 2013 Revitalization Fund for public universities shall be deposited with the CBN and be disbursed to the benefiting universities by Implementation Monitoring Committee.An Implementation Monitoring Committee on the Needs Assessment Report, to be chaired by the Minister of Education, shall be established by the FG in consultation with the Academic

Staff Union of Universities (ASUU). The Committee shall be inaugurated in one week and it shall submit quarterly report to the Secretary to the Government of the Federation (SGF).Earned Allowances. It was agreed that the Implementation Monitoring Committee of the 2009 Agreement shall monitor and verify the level of payment already made from the N30 billion released by Government and report back on the exact situation in the universities on this matter. FG undertakes to pay the outstanding balance after the verification report for the period 2009 to 2012. Furthermore, Government remains committed to the payment of the Earned Academic Allowance in the university system. A practicable and affordable strategy will be put in place to mainstream the payment of these allowances.

Government is willing to engage the services of the universities in special consultancy services such as geological/solid mineral survey, biotechnology, environmental impact assessment, shelterbelt and mineral mapping amongst others to boost the Internally Generated Revenue (IGR) base of the universities.The renegotiation of the 2009 Agreement shall commence in the third quarter of 2014.It was resolved that nobody shall be victimized in any way whatsoever for his/her role in the process leading to these resolution and agreements.The FG requests that ASUU shall within seven (7) days after signing these resolutions suspend the strike action.The above resolutions were reached in good faith between FGN and the ASUU.According to them the extent to which these new resolutions will go in repositioning, revitalizing, and addressing the rots and other social problems in Nigerian Universities is yet future.Ekpo and Ish'ak (2014) Posited that, increase in the education budget has contributed to the achievements so far recorded in the following sectors among others:Establishment of 12 New Federal Universities. As promised by Mr. President, twelve (12) new federal universities have established. This had made it possible for all States in Nigeria to have a Federal University. The first nine of these institutions have

started academic activities and are providing state of the art infrastructures to ensure quality teaching and learning.

Standard and Quality Assurance

As part of the strategies to address the issue of standard and quality of education, the Government has developed a 4-year strategic plan to address the issue in the 104 Unity Colleges.Other key interventions made during the period under review according to them include:Special funding of education for which over N36 billion FGN Intervention funds were disbursed to the States in 2012 through the Universal Basic Education Commission (UBEC) Tertiary Education Trust Fund (TETFund) provided over N76.7 billion to tertiary institutions for the provision of infrastructure and related facilities. This in addition to providing N24 billion to 12 Institutions on the High Impact Fund to enhance their development to Centres of Excellence.Supply of Instructional Materials to Schools51 Federal and State Polytechnics have been refurbished and equipped with modern laboratory equipment to encourage participation in Technical and Vocational Education and Training.Over 352 science and technical laboratories in the 104 Federal Unity Colleges were refurbished, in addition to 62 ICT Centers and 40 sets of mathematical kits.Scholarship were awarded to over 5000 staff of Nigerian tertiary institutions for doctoral level study, in Nigeria and overseas, in addition to a total of 101 beneficiaries of the Presidential Special Scholarship for Innovation and Development (PRESSIDA) selected for training in the top 25 universities of the world.

2.15 Historical Development of University Education in Nigeria

The history of university education in Nigeria started with the Elliot Commission of 1943, which moved the establishment of University College Ibadan (UCI) IN 1948. UCI was an affiliate of the University of London (Ike, 1976). According to Ibukun (1997), the UCI was saddled with anumber of problems at inception ranging from rigid constitutional provisions, poor staffing, and low to high dropout rate. In April 1959, The Federal Government commissioned an inquiry (Ashby Commission) to advise it on the Higher education needs of

the Country for its first two decades. Before the submission of the Report, the Eastern Region Government established its own university at Nsukka (University of Nigeria, Nsukka in 1960). The implementation of the Ashby Report led to the establishment of the University of Ife (Now Obafemi Awolowo University) in 1962 by the Western Region, Ahmadu Bello University, and Zaria in 1962 by the Northern Region and University of Lagos (1962) by the Federal Government. Babalola et al (2007), posited that the University College Ibadan became a full fledge University in 1962. This made UCI, Ibadan and University of Lagos became the first two Federal Universities in Nigeria while other three were regional. In 1970, the newly created mid-western region opted for a university known as University of Benin. The Six Universities established during this period 1960-1970 are still referred to as first generation universities. Babalola, et al (2007) further remarked that, during this period, universities in Nigeria were closely under the surveillance of the Government. Appointments of lay members of Council and that of the Vice-chancellor were political.

In the Third-National Development Plan 1975-1980, the government established 7 universities instead of the 4proposed in the Plan and also took over the regional Universities in 1975. They were Universities of Calabar, Ilorin, Jos, Sokoto, Maiduguri, Port Harcourt and Bayero University Kano. All known as second generation universities.The third-generation universities were established between 1980s and early 1990s.They are Federal University of Technology in Owerri, Makurdi, Yola, Akure and Bauchi. While State Universities were found in Imo, Ondo, Lagos, Akwa Ibom, Oyo, and Cross River states (Anyamele, 2004).The fourth-generation universities are those ones established between 1991 to date. They include more universities, Nigerian Open University and Private Universities. According to Okojie (2007) there are 26 Federal, 30 state and 24 private universities. Bamiro (2012) posited that, Higher Institutions in Nigeria comprises at present (2012) 122 Universities (36 Federal, 36 state, 50 private), 71 Polytechnics, 47 Monotechnics and 79 Colleges of education. NUC (2015) reported that, there are 143 universities in Nigeria (40 Federal, 43 States, 61 Private).

The uneven spread of these Institutions over the Country is obvious with the Southern part of the country having the highest concentration of these Institutions. According to him the uneven distribution of the Federal universities probably informed the establishment in one fell swoop of 9 universities by the Federal government in 2011 towards ensuring a federal university in each of the 36 states in the Federation.According to Bamiro (2012), the higher education sector can be described, to a large extent, as a sector locked in an iron triangle defined broadly by the vectors of *Access*, *Quality* and *Cost*. He further elaborated more by pointing out why has it been referred to as 'iron triangle'?According to him this can be due to the following factors: one, most, if not all, of the identified initiatives by government in the sector can be grouped under the three vectors; and two, the observed outcome of the interplay of the various vector-driven initiatives. He lamented that, suppose in response to the increasing demand for higher education, the access is increased by admitting more students through establishing new Institutions and/or expanding the existing ones as being done in Nigeria at present; with the growing number, the recruitment, training and payment of Lecturers have not been able to keep pace in Nigeria. This explained the Cost, in terms of Funding and financing of the system, goes up; class sizes increase and, as to be expected, quality of learning goes down.

According to him if quality is to be improved through provision of more books and learning materials kin support of lectures, coupled with excellent teaching and learning environment, he posited that this is been done in some of ther private universities in the country. According to him the cost of teaching goes up leading to higher fees as demonstrated by private universities charging the highest tuition fees in the country and admitting only a few that can afford such fees (less access). He recommended that the situation calls for a holistic approach to handling these key vectors in planning interventions in the sector.The scramble for admission according to Aluede et al (2012) into the existing universities in Nigeria is well

documented. Table 2.13.1 provides information on the demand and supply of university education in Nigeria.

Table 21: Demand and Supply of Education in Nigeria 2000-2007

Year	No. of Univ	Application	Admission	% Adms	Total Unplaced
1998/1999	39	537,226	64,176	11.9%	473,050
2002/2003	53	994,381	51,843	5.2%	942,335
2003/2004	54	1,046,950	105,157	10%	941,793
2004/2005	56	841,878	122,492	14.5%	719,386
2005/2006	75	916,371	NA	-	-
2006/2007	76	806,089	123,626	15.3%	679,846

Source: Okeke, E. A. C (2008). Access in Nigerian education. Lead paper presented at The 23rd Annual Conference of the Nigerian Academy of Education. Held at The University of Nigeria, Nsukka.

Table 11revels that a constantly high rate of unsatisfied demand for university education in Nigeria. Specifically, it is evident that a percentage range of 5.2% and 15.3% of the total number of candidates seeking admission into Nigerian Universities finally get admitted. This means that a range of 84.7% and 94.8% of candidates seeking admissions into Nigerian universities never get admitted each year into Nigerian Universities.

2.16 Financing Higher Education in Nigeria

The Federal Government controls universities and other higher education institutions through the following organs; the Federal Ministry of Education; the national universities commission which among other things allocates funds to federal universities and also prescribes the spending formal, and the committee of vice chancellors of Nigerian universities governing councils on matters of general and specific concern to higher education. Each university is administered by a council and a senate and is headed by an appointed vice chancellor as CEO. The Academic staff union of universities (ASUU) safeguards the interests of the academicians in the Nigerian university system. The federal government maintains a policy of no tuition fees in federal universities, while at the same time allowing students enrolled in state universities to pay tuitions fees in addition to room and board. In May 2002, the federal government issued an order "forbidding" the charging of tuition fees at all 24 federal universities as these universities were contemplating charging tuition fees as a cost recovery strategy.

The government believes that it has duty to provide qualified Nigerians with free education (Higher education chronicle, Tuesday May, 28, 2002).The government through the National Universities Commission makes it mandatory of all federal universities to generate 10 percent of their total yearly funds internally through various revenue diversification means (Odebiyi & Aina, 1999).Ajayi & Alani (1996) posited that the education tax decree no. 7 of 1993 enforces the payment of 2 percent profits of limited liability companies registered in Nigerian as an education tax to be disbursed according to the ratio 50:40:10 to higher, primary and secondary education respectively, the share of higher education is further allocated to the universities, polytechnics, and colleges of education – according to the ratio 2:1:1 respectively. As of summer, 2002, no information was available to show the amount of funds collected and disbursed since the promotion of the education tax decree. It is known that the education bank was supposed to be a depository of the funds collected through the decree Harnett (2000) assumes that all federal universities receive the bulk of their financing

(almost 95 percent) from the federal government through the nalima commission furthermore the federal universities budgeting processes and expenditures adhere to budgeting and expenditure formula stipulated by NUC as follows: 60 percent total academic expenditure; 39 percent for administrative support; and 1 percent for pension and benefit.

Okojie (2010) cited in Fameruwa (2014) describes the current approved funding criteria used by NUC to disburse funds to universities as follows:Capital grants on the basis of generation, that is, year of establishment of the University.Ratio of personal costs to overheads at 60:40Library 10% research cost 5%, capacity building 1% of the total recurrent.Academic to non-academic funding at 60:40. Expenditure on central administration – 25% minimuminternally generated revenue 10%. Ogunlade (1989) summarized that at the general level, four sources finance university education in Nigeria.Support from federal and state government constituting more than 98 percent of the recurrent costs and 100 percent of capital cost. Student's contributions towards living expenses on campuses constituting less than 1 percent of the total operating costs of institutions. While there is no evidence to suggest this percentage of students' contribution is capped by the students' contribution is capped by the government anecdotal evidence suggest that successive administration in Nigeria (civilian and military) have been reluctant to charge more than nominal fees probably to obtain maintain public support, charging realistic fees has been unpopular among policy makers.Private contributions by commercial organizations in the form of occasional grants for specific purpose andInterest earnings on short-term bank deposits and rent of university properties.

Other sources of finance to higher education in Nigeria include endowments fees/levies, gifts and information and from international organizations. For example, the World Bank has financed a US $ 120 million project titled. Federal universities development sector operation (Odebiyi and Aina 1999, Babalola, Sikwibele, and Suleman, 2000).Odebiyi and Aina (1999), write that to respond to the problem of chronic under-funding Nigerian public universities

adopted an array of cost sharing measures, notably among them being the following:Student's contributions that are made through a multitude of fees; tuition in state and private institutions. Private sector contributions to education in Nigeria are limited to the endowment of prices and profession chairs and voluntary donations. National Youth Service Corp scheme is another cost sharing measure adopted by the federal government. The Nigerian student loan board was first established in 1992. It was replaced by the Nigerian education bank under the decree N50 of 1993. the roles of education bank are to serve as a major intermediary in Nigeria's education credit market, harness private sector resources for the funding of education; and take over part of the Nigerian governments, educational funding responsibilities the Nigerian students loan board provided loans totaling N46 million (US $ 3.8 million) between 1972 and 1991 to help students finance undergraduate or graduate studies within Nigeria and abroad by 1992, the board has made loan awards of N46 million and faced the problem of recovering outstanding loans over N40 (US $ 3.34 million) leading to its suspension (Chuka 1992, Ajayi and Alani 1996). According to Levis (nd), the least developed countries have historically received significant foreign and to keep improve their weak higher education systems, particularly during the 1950s and 1960s, when the developing world became a proxy battle ground for the cold war.

The United States and other western nations poured money into Latin America and Asia, hoping to promote capitalist economic models and reduced the threat of communism while Russia targeted funds at Africa and Cuba in a bid to rival US influence. Each focuses part of their funding on maintaining university system in these countries).The cost of university education is related to the cost of performance of the basic functions of teaching, research and community service. The pertinent question to ask in respect of cost in the universities also have ready figures of how much is needed for each of their programmes offerings and by extension, a budget that reflects the income and expenditure of the university to perform its assigned functions creditably. This has turned out to be a problem with most universities,

for example not preparing appropriate budget. There is high degree of ad-hocism in handling finances at the institutional level beyond the regular payment of salaries and wages (Bamiro, 2012). According to him a resource Planning Model (RPM) is a very useful tool for appreciating the structure of item of income (resource inflows) and expenditure (resource outflows). The cumulative surplus or deficit is determined by the dynamics of the next resource flows. Resource inflows are cast in terms of 1st Stream, 2nd Stream and 3rd Stream with the element showing in. The 1st Stream comprises:Government/Proprietor subventionsEducation Trust Fund (ETF), now TETFundOther Agencies of government Students/levies constitute the 2nd Stream. The 3rd Stream has its elements. Sources of income other than those from the above identified 1st and 2nd Streams. These are mainly:

- Grants from funding agencies
- Endowment
- Gifts and donations
- Investment income
- Consultancy services
- Others

The recurrent expenditure has been deliberately categorized as:

a. Core academic (in order to determine the level of deployment of resources to the core business
b. Administrative support
c. Overhead
d. Students and staff welfare

The Capital expenditure is similarly categorized as:

a. Core academic
b. Minicipal function
c. Staff and Students welfare

The elements of the Recurrent Expenditure and the Capital expenditure shown in figs. 8a and b, will provide the pattern of resource outflows which when balanced against the Resource inflows (Income streams) will capture the general dynamics of resource accumulation. The framework will facilitate the identification of the key operational parameters can then be subjected to plausible scenarios towards evolving models for sustainable financing for governance and relevance will be obviated.Public Funding is described as the collection and disbursement of funds for public use (Osuntokun, 2003) cited in (Kpolovie et al 2013).

On his part Charles (2002) reveals that public funding is regarded as the financial activities of public authorities in terms of taxing, spending, borrowing and lending and it includes the means of providing for the expenditure involved in the staffing, equipment and maintenance of educational institutions. According to Bricker, Brunarski and Simkins, (1998) Education funding is an aspect of public finance embraces all features of of funding of education including the sources of funding and how the money earmarked for education is spent for the purchase of goods and the services of men and materials. According to Adeyemi (2011) cited in Kpolovie (2013). The 1944 Ten-Year Plan formed a land mark in the financing of education in Nigeria. The Plan was designed for the development and improvement of education in the country, and was primarily aimed at making provisions for increased financial assistance by government to Missions and voluntary educational agencies as well as giving financial aid to native administration to assist them in expanding education in their areas. The financial involvement of government in education has become remarkably visible leading to further educational activities and expansion. The fourth National Development Plan (1981-1985) highlighted that the Federal Government increased its commitment towards the financing of education at all levels in the country, emphasizing that education in Nigeria was no more a private enterprise, but a huge venture that must witness

government's intervention and active participation, thus accepting education as an instrument for national development (Marcellus, 2009).

The Federal government continues to be the major funder of Federal Higher Education Institutions presented in Table 20 are the relative allocation to the universities, Polytechnics and the Colleges of Education for the period of 2006-2008. The total allocation of N392.9 billion during the period was shared as follows: 68.1% to universities; 18.9% to polytechnics; and 13.0% to COEs. Analysis of the various allocations to universities showed that on the average, allocation to Personal Cost accounted for 84.7% of the total allocation, Goods and Non-Personal Service 4.6%, and Capital Projects 10.7%.

Table 22: Federal Government Allocation (Naira) to Federal HEIs (2006-2008)

Insts.	Year	Personnel	GNP	Capital	Total
Univs	2006	69,952,108,028	3,175,567,183	6,412,015,000	79,539,690,211
	2007	70,600,368,870	5,584,703,445	8,285,015,000	84,470,077,315
	2008	86,078,825,055	3,551,429,669	13,985,579,185	103,588,833,909
Polytec	2006	18,990,972,823	1,715,916,763	2,164,746,264	22,871,635,850
hnics	2007	19,443,972,823	1,895,916,763	2,164,746,264	23,764,635,850

	2008	22,024,993,058	2,149,712,599	3,578,057,860	27,752,763,517
C. of	2006	10,911,206,151	1,067,435,864	3,063,175,000	15,041,817,015
Educs	2007	11,401,898,534	1,207,989,217	4,991,020,000	17,600,907,751
	2008	14,088,802,102	1,279,807,659	2,883,329,309	18,251,939,070
Total	2006	99,854,287,002	5,958,919,810	11,639,936,264	117,453,143,076
	2007	101,446,230,227	8,688,609,425	15,700,781,264	125,835,620,916
	2008	122,192,620,215	6,980,949,927	20,419,966,354	149,593,536,496

Source: Bamiro (2012)

Table 23: Federal Government Appropriation* (2009-2010)

Year	Total Federal Budget (N) Trillion	Education Budget	%
2009	3,445,410,000.00	226,676,000,000.00	7%
2010	N4,206,465,684.00	271,196,102,115.00	6.45%

Source: Shu'ara (2010)

*Budget does not include expenditure for other Tiers of Government. Federal Education Budget includes funding for all Federal Institutions & subsectoral interventions. UBE is funded from the first charge of the Consolidated Revenue Fund. Education Trust Fund is a 2% Tax on Mega Companies/Industries.

Table 24: HEIs Funding-Federal Universities (1999-2009)

Year	Recurrent	Capital	Total
	N	N	N
1999	10,362,430,271.98	1,469,500,000.00	**11,831,930,271.98**
2000	28,206,218,865.91	1,936,785,632.00	**30,143,004,497.91**
2001	28,419,719502.84	4,226,691,359.00	**32,646,410,861.84**

2002	30,351,483,193.00		0.00
30,351,483,193.00			
2003	34,203,050,963.33		0.00
34,203,050,963.33			
2004	41,492,948,787.01		11,973,338,699.00
53,466,287,486.01			
2005	45,264,489,886.00		11,080,660,000.00
56,688,149,886.00			
2006	89,195,206,559.26		7,080,757,723.00
96,275,964,282.36			
2007	75,535,305,299.90		9,430,127,234.00
84,965,432,533.90			
2008	93,558,110,781.00		15,402,382,798.00
108,960,493,579.00			
2009	101,134,141,830.00		11,110,830,980.00
112,244,972,810.00			
TOTAL	**577,723,105,913.23**		**74,054,074,425.10**
651,777,180,338.33			

Table 22 shows Federal Government allocation to Federal Universitiers from 1999 to 2000 which indicated that the allocation is on the increase year by year.

Table 25: HEIs – ETF allocations 1999 – 2010

Year	Universities	Polytechnics	Colleges of Education
1999	2,124,999,960.12	1,087,209,288.00	1,099.137.930.00
2000	1,050,000,000.00	450,000,000.00	520,000,000.00
2001	1,794,128,000.00	967,500,000.00	1,108,048,500.00
2002	3,243,500,000.00	1,642,500,000.00	1,742,625,000.00
2003	1,440,500,000.00	634,500,000.00	678,625,000.00
2004	1,515,750,000.00	722,750,000.00	744,625,000.00
2005	2,025,000,000.00	1,657,500,000.00	1,249,000,000.00
2006	2,475,000,000.00	1,302,000,000.00	1,240,000,000.00
2007	3,659,000,000.00	1,430,000,000.00	1,579,000,000.00
2008	7,112,000,000.00	3,611,520,000.00	3,824,160,000.00
2009	6,858,000,000.00	3,472,320,000.00	3,760,920,000.00

2010	16,672,700,000.00		9,055,000,000.00
9,587,370,000.00			
TOTAL	49,970,577,960.12	26,032,799,288.00	27,134,411,430.00
GRAND			**TOTAL**
103,137,788,678.12			

Source: Shu'ara (2010)

Table 26: Federal Government Budgetary Allocation to the Education Sector 1999-2017

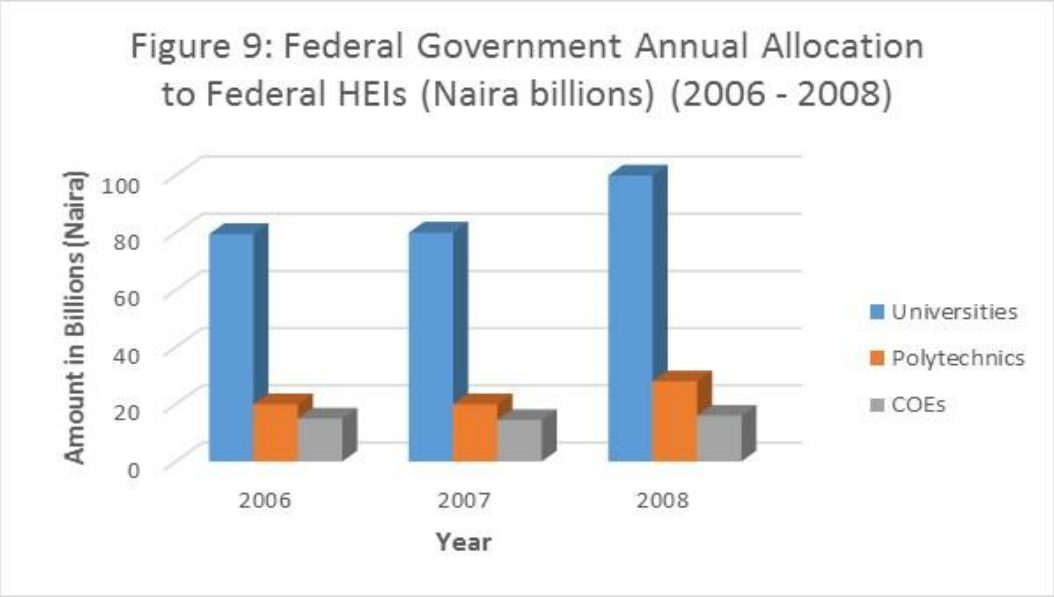
Year	Allocation as percentage of total budget
1999	11.12
2000	8.36
2001	7.00
2002	5.9
2003	1.83
2004	10.5
2005	9.3
2006	11.00
2007	8.09
2008	13.0
2009	6.54
2010	6.40
2011	1.09
2012	10.0
2013	8.70

2014	10.6	
2015	9.5	
2016		8.4
2017		7.5

Source: Central Bank of Nigeria (2015) Statistical Bulletin and information. Retrieved on 06/05/2015 from www.nigeria.gov.ng

Figure5: Federal Government Annual Allocation to Federal HEIs (Naira billions)

(2006 – 2008)



Source: Bamiro (2012)

According to Bamiro (2012) this is the total allocation to the education sector in relation to the total government budget. This is important according to him against the

general advocacy that developing nations, such as Nigeria should be allocating not less than 26% of total national budget to education as recommended by UNESCO. The pattern of allocation to education relative to the total government by the Federal and State governments from 2002-2006 is shown in fig 10. From the highest percentage allocation of 9.5% by the Federal government it deeped to about 6% for the next three years before rising again to 9.4% in 2006. The percentage allocation by the state governments was almost constant at an average of 11.6%.

Figure 6: Percentage Expenditure on Education Relative to Total Expenditure (2002-2006)

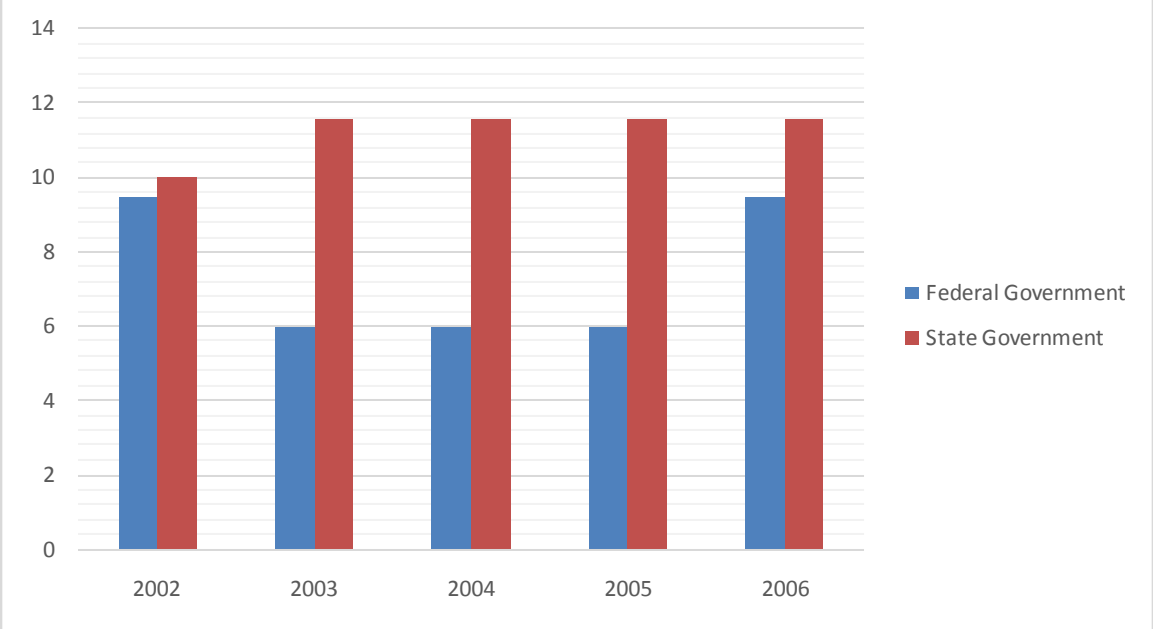


Figure 6 shows Percentage expenditure on education by Federal and State Governments Relative to their total expenditure from 2002 to 2006

The allocation to education is also examined further against the background of universities budgets. The Federal Government appropriation and amount eventually released to Nigerian Universities in Relation to their budgets between 1990 and 2008 are graphically illustrated in Fig 7. In years 2005-2008, the Federal Government applied the "envelop" system of fund allocation. In other words, the allocation has nothing to do with the actual budgets of the institutions. Unfortunately, according to him, the Envelop system led to the institutions not bothering to engage in proper budgeting as used to be the case. The question arises is-were the universities able to cover their shortfalls from other sources? The answer is unequivocally, no; there by casting serious doubt on the quality of \service delivery. However, government as a result of series agitations by the staff unions for increased funding, have been steadily increasing funding of the institutions. This has partially informed the previous 2012 Budget in terms of quantum of allocation to the education sector while the Table 6shows the breakdown of the 2012 Budget of the Federal Government in which the share of education translates to 8.43% of total budget despite the increase in the quantum of allocation. The security sector took the lion share almost 20% I There has been serious criticisms of the 2012 budget of prioritization.

Figure 7: Funding of Federal Universities (1990-2008)

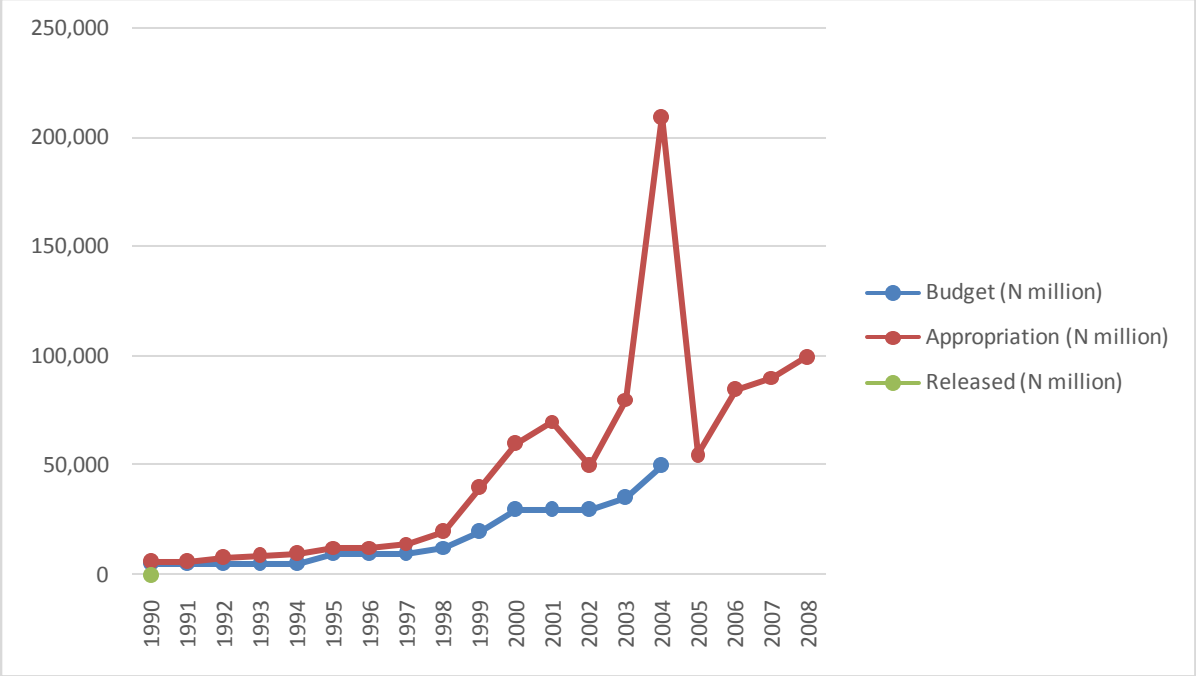


Figure 7 shows funding of Federal Universities in Nigeria from 1990 to 2008

Table 27: The breakdown of the Federal Government Budget 2012 Budget allocation

Sector	Amount Allocated (N Billion)	% Of Total
Security	921.91	19.41
Education	400.15	8.43
Health	282.77	5.95
Works	180.80	3.81
Power	161.42	3.40

Agriculture	78.98	1.66
Niger Delta	59.70	1.26
Petroleum Resources	59.66	1.26
Transportation	54.80	1.15
Aviation	49.23	1.04
FCT	45.59	0.96
Water Resources	39.00	0.82
Science & Technology	30.84	0.65
Land & Housing	24.90	0.52
Communication & ICT	18.31	0.39
Total Other Sectors	2,340.94	49.29
TOTAL	**4,749.00**	**100.00**

Source: Bamiro (2012)

According to Bamiro (2012) the share of the Federal HEIs in the allocation to education by the Federal Government is presented in Table 2.4.4.It can be seen that the HEIs have taken the Lion share of N307.757 billion out of the total allocation of N400.15 billion to the education sector. Most significant is the fact that recurrent accounts for 93% of total allocation. It is however, worth noting that the public HEIs are also expected to enjoy the annual interventions by the Tertiary Education Trust Fund (TETFund) in addition to the allocation by the Federal Government.

Table 28: Federal Government Allocation to HEIs in the 2012 budget

Institution (Number)	**Allocation (N' Million)**					
	Personnel Cost	**Overhead Cost**	**Total Recurrent**	**Capital**	**Total Allocation**	**% of Total**
Colleges of	36,092.9	1,942.6	38,035.5	4,555.1	42,590.6	13.8

Education (21)						
Polytechnics (21)	54,399.5	3,268.4	57,667.9	3,300.0	60,967.9	19.8
Universities (36)	184,292.0	6,090.9	190,382.9	13,815.7	204,198.6	66.4
Total	**274,784.4**	**11,301.9**	**286,086.4**	**21,670.8**	**307,757.1**	**100.0**

Source: Bamiro (2012)

Table 29: Federal Budget for Education (2011-2017)

Year	Allocation (N Billion)	Allocation as % of Total Budget
2011	356, 4	1.69
2012	409, 5	10.0
2013	437	8.70
2014	495, 2	10.6

2015	392. 2		9.5
2016		480.1	8.4
2017		448.1	7.8

Source: Muhammad (2018)

Accoeding to Table 19 356,4b as 1.69 percent was allocated to Education in 2011, in 2012 409,5b as 10.0 percent was allocated, in the vain 437b as 8.70 percent was allocated to education 2013. In 2014 495,2b as 10.6 percent was allocated to education, while in 2015 392.2b with 9.5 percent was allocated to education. This shows that, allocation to education from 2011 to 2017 has not exceeded 10 percent which is against the international bench according to UNESCO.

Table 30: Ahmadu Bello University Zaria Financial report from 2001-2006 Financial Year.

Grants	**2001/02**	**2002/03**	**2003/04**	**2004/05**	**2005/06**
Recurrent Grant	₦2,522,042,204		₦2,859,694,859		
O/H		₦63,337,646	₦63,303,714	₦109,966, 6.384	₦79,512,411
DTLC				₦66,666,666	₦94,000,000
Personnel				₦2,325,153,905	₦5,541,171,850
CAPITAL GRANT					
• CAPITAL					
• TEACHING					

& RESEARCH EQUIPMENT TS (T&R)				
OH/ EXP	₦430,101,718	₦376,394,365	₦376,235,265	₦5,542,293,212

Source: Muhammad (2012)

Ahmadu Bello University, Zaria is the largest university in Nigeria and the population of students is always increasing annually both undergraduate and postgraduate students within and outside the country are coming to A.B.U in search of knowledge for its reputation in disseminating knowledge to those who require it. As a result, there is need for adequate resources in terms of funding to cater for enrolment explosion. Federal universities depend solely on federal government allocation. It's being argued that the total dependent is above 90% or even more than 95%. From the above table showing the allocation by the federal government to A.B.U. For five academic session i.e from 2001/2002 to 2005/2006 academic sessions. The break down includes both capital and recurrent expenditure for each academic year. For example, the recurrent grant for 2002/2003 session has increased compared to that of 2001/2002 session. Though subsequent sessions i.e. 2002/2003, 2004/2005 and 2005/2006 have no recurrent expenditure allocation. Concerning O/H, amount increase in the year 2003/2004 and 2005/2006 more than that of 2002/2003 and 2003/2004 sessions. In terms of DTLC and personal allocation, one will have noticed that there is increase in the amount of the recurrent expenditure, notwithstanding that it was allocated for two sessions only, namely 2004/05 and 2005/06 academic sessions. With regards to the capital grant, teaching and research equipment (T&R) received allocation of more figures in 2004/05 than in 2005/06 sessions. This indicated that the amount allocated to facilities and equipment declined, while the remaining sessions received no allocations for capital grants.

In terms of O/H expenses one will notice that there was an increase in the first session i.e. 2002/03 and 2005/06 but according to the report no fund was allocated to ABU in 2001/02 session in respect of O/H exp. Despite all these amounts of funds allocated for capital grant

and recurrent expenditure to ABU which is grossly inadequate for the sustenance of the system there is no difference as regards to where there is increase or otherwise in terms of provision of facilities and equipment and other myriad of services needed by the management. In view of the above there is need for education administrators and planners to put more efforts in sourcing internal revenue as this will complements their efforts in using the available resources judiciously for the overall development of ABU so that the desired educational objective would be realized. When this is not done, teaching and learning processes would be impaired. This implied that the quality of academic programs is adversely affected.

2.17 Problems of Funding and Utilization in Tertiary Institutions in Nigeria

Odebiyi and Aina (1999) suggested that "for this Universities to effectively perform their roles, there must be adequate funding. The government of Nigeria for a long time has been the sole financier of University education in Nigeria. Both the federal and state government use the common system of revenue collection. There is no source tied to any particular expenditure item, and therefore education has no special sources of revenue tied to it alone and thus continues to compete with other public service units". Ndagi (1983) lamented that the amount of money that is allocated to education not only depends on the total amount of revenue available, but on the order of priority ranking for any particular fiscal year.

There have been cuts in Nigerian universities financing due to SAP (A/O, 1999) and these have had severe implications for the effectiveness and efficiency of university education in the country. These include among others high students' wastage low examination pass rates and low quality of graduate output. Budgetary restrictions under SAP and the continued depreciation of the Naira meant a drastic cut in facilities. The poor states of Universities have led to a lot of staff exodus now generally referred to as "brain-drain" in the university system, SAP also led to curtailing of all forms of subsidies to students either in form of scholarships or loans. It is against the background that many of the Nigerian universities

embarked on income generating activities to combat negative effects of SAP which are financially strangulating the university system. The problem of financing higher education is not peculiar to Nigeria, in the United, as far back as the seventies (based on the 1974 report of the National Commission on the Financing of Post-Secondary Education), students and parents were to account for 20% of funding, state and local government were to account for 32%, federal government 27%, endowment and private philanthropy, 9%, and auxiliary enterprises and other activities, 12%. In USA Millet (1954) identified about five main sources of financing higher education. To cope with government funding reductions in Canada, Grienier (1995), during his tenure as a president of Canadian university, commented on the need to launch a major private funding company.

Rizvi (1960) in his India study highlights the roles of foreign loans from governments and international agencies which he stressed were always inadequate. In South Africa, Gourley (1995) Vice Chancellor of the University of Nalal has again highlighted the fact that government can no longer cope with the funding of tertiary institutions. Daniel (1995) identified the pressure of number as a major problem of higher education in Ghana. The central problem thus facing Ghana universities is how to generate additional resources to cope with such numerical expansion, (Odebiyi andAina, 1994).

Chiahemen (2004) submitted that Malam Nasir Bello was caught recently lamenting how the Nigerian University system, once well respected around the globe and envied by others in Africa, had over the last decades, been reduced to a shadow of its former self. He presented a paper on "Issues in fundraising campaigns for Nigerian Universities" at a workshop on "Funding of University Education in Nigeria", organized by the conference of Alumni Associations of Nigerian Universities (CAANU) in Abuja, said it is now left for the present generation of university administrators and professors to rebuild their capacity and reputation by ensuring that the university return to the lost glory. According to him the problem of funding in the system especially those tertiary instructions owned by the federal

government has in recent times been identified by many as the major cause of the falling standard of tertiary education in the country he noted. He further lamented that the presidential visitation panel (in 2004) to the 61 federal tertiary institutions in the country submitted its report to government, in which it identical "talk of funds, unfulfilled promises by the Federal Government, absence of research due to lack of proper funding" as some of the factory that contributed to the funding and attendant crises on the computers, indeed, the chairman of the visitation panel to ABU, Senator Alex Usman Kadiri who presented the report stated categorically that the government had not funded the tertiary institutions properly, "As a consequence the universities are in total neglect", he lamented, speaking on "The emerging role of development/ alumni relations officers as university fundraisers and development agents" at the recent CAANU workshop, Professor A.R. Anao visiting noted that the call on government to increase the level of funding of Nigerian Public Universities had progressively become more stridden in recent years.

The then Education Minister, Professor Fabian Osuji was visibly angry about the inability of some heads of tertiary institutions to utilize a standardized process to access available funds provided in the 2004 budget in order to address the crying and clearly identified needs of their institutions, warned that henceforth government would view seriously the non-utilization of the full capital allocations by any institution. Jega (2008) when outlining the challenges of reforms opined that:

> At the institutional level in general, the challenge of reforms…the fifth arearelates to the area of resource mobilization and utilization in the universities. Although many argue that universities have been better and more frugally manage relative to many other sectors in the Nigerian Political economy. Theuniversities have nonetheless have had their fair share of fraud, mismanage ment misapplication of resources as well as misplacement of priorities in addition in the past two decades especially between 1988 and 1999, the Nigerian university system was chronically underfunded in spite of its bjectives requirement and relative public institutions and agencies.

Former President Olusegun Obasanjo proposed six strategies for reforming the funding of university education in the country, saying that the total dependence on the government for funding was not sustainable. These include giving greater autonomy to the universities. Dare (2009) suggests that funding of education in Nigeria should be taken seriously because education sector produces the necessary manpower that will man the various sectors of the economy. Government should endeavor to increase financial allocation to education for the sake of national development.

Babalola et al (1996) identified many of the core problems, which continue to face financing of higher education in Nigeria; this study found among others, that there are overspending on general administration, general academic and retirement's benefits, all at the cost expense of research and public service. To increase average expenditure on research and public service, Babalola et'al suggested a reduction in unit administrative support (for example the costs of staff salaries, especially non-academic staff; the goods costs per student; the curriculum costs etc). Thus, this study as in support of mobilizing for non-NUC grants (that is in terms of endowments, external aids and engaging in income-generating activities). However, they also cautioned on the demands imposed by income generating activities on the various aspect of university management and the trade-offs between research and teaching. Many of the unanswered queries raised by Babalola et al (1996) remain the focus of the present study (Odebiyi and Aina; 1999). Odebiyi and Aina (1999) lamented from their study that focused on 4 Universities that the Federal Government grant to the University of Ibadan during 1977/78 session was N29, 031,000. This grant was described as totally inadequate for the kind of giganticprogrammes embarked upon by the university (the University of Calendar 1994-96, calculating from the summary of this calendar:It was impossible to make any new scholarship to postgraduate students. No research grants could be made to any staff. The university's staff development programme had to be suspended. Works on buildings students and staff accommodation as well as office

and classrooms blocks ground to a half, much needed teaching and research equipment could not be bought. It is clear that given the financial realities of the country the university will have to re-order its priorities. More importantly, it is also clear that the university has to take vigorous steps to solicit financial aid from well-meaning Nigerians and other friends. According to Ubogu (2011) in the last three decades, higher education has witnessed a significant growth in terms of expansion of access through increase in enrolment and establishment of additional institutions.

However, it is saddening to note that many of the indices that can guarantee qualitative higher education are not taken into consideration in the country's quest to meet qualitative target. It has been observed that political factors are the main motives behind many of the expansion polices especially in the university system (Ekundayo, 2008). In fact, capital projects to meet the expanding programmes could not take off in case where they took off they had to be abandoned due to lack of funds (Ubogu, 2011).

Table 31: Admission into Nigerian Universities (2012) according to states of the Federation

State	Male	Female	Total	State	Male	Female	Total
Abia	7520	7080	14600	Oyo	9875	7668	17543
Adamawa	3386	1911	5297	Plateau	5879	3555	9454
Akwa Ibom	7697	6174	13871	Rivers	6481	5136	11617ble
Anambra	10335	6174	21482	Sokoto	1221	372	1593
Bauchi	2683	910	3593	Yobe	1658	698	2356
Bayelsa	4251	3167	7418	Zamfara	1014	344	1358
Benue	12778	7262	20040	FCT	439	241	680
Borno	1621	965	2586	Foreigner	36	39	75
Cross River	6088	4367	10455				
Delta	12715	10479	23194				
Ebonyi	5806	4272	10078				
Edo	8194	6442	4636				
Ekiti	6224	4741	10965				
Enugu	10094	9949	20043				
Gombe	3311	1560	4871				
Imo	12270	12797	25067				
Jigawa	3559	567	3826				
Kaduna	7400	4597	11997				
Kano	7682	2896	10578				
Katsina	6386	1831	8217				
Kebbi	1323	390	1713				
Kogi	9041	5975	15016				
Kwara	8423	5699	14122				
Lagos	4548	3658	8206				
Nasarawa	4991	2392	7383				
Niger	3505	1694	5199				
Ogun	10660	9303	19963				
Ondo	9246	7073	16319				

Source: Ardo (2015)

Osun 10394 798118375

Table 31 shows total number number of admitted candidates into Nigerian Universities according to 36 States of the Federation including Federal Capital Territory (FCT) as well as number of foreing candidates in 2012. The table also clearly indicated number of both Male and Female candidates in each State.

Table 32: Admission into Nigerian Universities (2013) according to states of the Federation

State	Male	Female	Total	State	Male	Female	Total
Abia	6671	6786	13457	Oyo	9955	8641	18596
Adamawa	3768	2212	5980	Plateau	5965	3510	9574
Akwa Ibom	7851	7003	14854	Rivers	6140	5156	11296
Anambra	10149	11763	21912	Sokoto	2523	386	2909
Bauchi	3677	1097	4774	Taraba	2930	1295	4225
Bayelsa	3734	3055	6789	Yobe	2554	859	3413
Benue	11235	6127	17362	Zamfara	1172	402	1574
Borno	3092	1529	4621	FCT	608	286	894
Cross River	6157	4389	10546	Foreigner	23	13	36
Delta	11622	9807	21429				
Ebonyi	5126	3837	8963				
Edo	8916	7359	16275				
Ekiti	4672	3678	8350				
Enugu	9242	10114	19356				
Gombe	3552	1412	4664				
Imo	12673	14324	26997				
Jigawa	3579	6704	249				
Kaduna	9539	6105	15644				
Kano	8114	2933	11047				
Katsina	5690	1405	7095				
Kebbi	1761	393	2154				
Kogi	9717	6537	16254				
Kwara	7680	5682	13362				
Lagos	3647	2952	6599				
Nasarawa	5504	2587	8091				
Niger	3380	1429	4809				
Ogun	9645	8995	18640				
Ondo	8170	6306	14476				
Osun	10326	8776	19102				

Source: (Ardo, 2015)

Table 32 shows total number number of admitted candidates into Nigerian Universities according to 36 States of the Federation including Federal Capital Territory (FCT) as well as number of foreing candidates in 2013. The table also clearly indicated number of both Male and Female candidates in each State.

Table 33: Admission into Nigerian Universities (2014) according to states of the Federation

State	Male	Female	Total	State	Male	Female	Total
Abia	5914	5709	11623	Oyo	9649	7417	17066
Adamawa	2813	1324	4137	Plateau	4942	2981	7923
Akwa Ibom	6410	6116	12526	Rivers	5278	4630	9908
Anambra	8795	9982	18777	Sokoto	1519	309	1828
Bauchi	3045	835	3880	Taraba	2286	730	3016
Bayelsa	3106	2587	5693	Yobe	2287	738	3025
Benue	9825	5315	15140	Zamfara	1051	282	1333
Borno	3023	1547	4570	FCT	715	349	1064
Cross River	4926	3590	8516	Foreigner	23	22	45
Delta	9036	7406	16442				
Ebonyi	4636	3206	7842				
Edo	8776	6826	15602				
Ekiti	5504	4204	9708				
Enugu	7997	7842	15939				
Gombe	3312	1325	4637				
Imo	10522	10844	21366				
Jigawa	4010	814	3824				
Kaduna	7952	4206	12158				
Kano	8611	2918	11529				
Katsina	6412	1796	8208				
Kebbi	1983	4512434					
Kogi	9514	6394	15908				
Kwara	7511	5699	13210				
Lagos	3493	29566449					
Nasarawa	4210	1800	6010				
Niger	3331	14034734					
Ogun	9540	8933	18473				
Ondo	8220	6669	14889				

Osun	11871	9197	21068

Source: (Ardo, 2015)

Table 33 shows total number number of admitted candidates into Nigerian Universities according to 36 States of the Federation including Federal Capital Territory (FCT) as well as number of foreing candidates in 2014. The table also clearly indicated number of both Male and Female candidates in each State.

Table 34: Admission into Nigerian Universities (2015) According to States of the Federation

State	Male	Female	Total	State	Male	Female	Total
Abia	25114	26506	51620	Oyo	38413	33890	72303
Adamawa	9690	5925	15615	Plateau	20130	14340	34470
Akwa Ibom	30723	31646	62369	Rivers	21609	19720	41329
Anambra	35655	42037	77692	Sokoto	8229	1778	10007
Bauchi	14443	5019	19462	Taraba	10774	4898	15672
Bayelsa	11547	9660	21207	Yobe	7470	2575	10045
Benue	36774	23389	60163	Zamfara	4162	1130	5292
Borno	9956	5737	15693	FCT	2714	1372	4092
Cross River	16525	13239	29764	Foreigner	42	46	88
Delta	40633	38223	78856				
Ebonyi	18359	14450	32809				
Edo	34471	31635	66106				
Ekiti	18410	15988	34398				
Enugu	33312	36067	69379				
Gombe	13315	6314	19729				
Imo	49143	55239	104382				
Jigawa	10168	2497	12665				
Kaduna	33612	20621	54233				
Kano	35329	13254	8580				
Katsina	18444	5079	23523				
Kebbi	6932	2014	8946				
Kogi	32821	24874	57695				
Kwara	30650	3947	54597				
Lagos	12920	11242	24162				
Nasarawa	20478	10113	30591				
Niger	12499	5729	18228				
Ogun	32237	30737	62974				
Ondo	29581	24532	54113				
Osun	39155	33602	72757				

Source: (Ardo, 2015).

Table 34 shows total number number of admitted candidates into Nigerian Universities according to 36 States of the Federation including Federal Capital Territory (FCT) as well as number of foreing candidates in 2015. The table also clearly indicated number of both Male and Female candidates in each State.

The result according to Ekundayo (2008) was a summon table pressure on the available limited resources there by resulting in down ward pressure on staff salaries together with deteriorating working conditions. The effects include high degree of "brain-drain" among the academic staff, incessant strikes action, student's riots and lecture boy-cots etc.All these will have a by-effects in the quality of higher education in Nigeria. Akintoye (2008), in his own view posited that the by-effects of dwindling fiancés in higher institutions (Nigeria University) is explicated in many mechanisms such as:

a. Lurtailment of Laboratory/physical classes
b. Limited number of fields trips
c. Curtailment in the attendance of academic conferences
d. Curtailment of the purchase of library books, chemicals and basic laboratory equipment
e. Freezing of new appointments
f. Virtual embargo on study fellowships and
g. Reduction in research grants, among others
h. Too narrow strategic profiles and core areas
i. Loss of variety in research and teaching
j. Danger: close down of studies not in demand at present or expensive (unprofitable) studies

k. Loss of autonomy through increase dependence from external principals (third party funding)
l. Internal centralization and expansion of administration
m. Increased administrative burdens at the expenses or research and teaching
n. Reduced coordination (harmonization) between universities because of increased competition

Financing higher education in Nigeria today is a crucial national problem. The political, social and economic factors, which are currently having significant impact on the world economy, have necessitated the need to diversity the sources of education funding, mainly because reliance on only one source of revenue can inhibit educational growth(Akinsanya, 1987). However, Ubogu (2011) posited that these are some possible options of financing higher education:Support from Federal and State governments constituting more than 98% of the recurrent cost and 100% of capital cost (Ogunlade, 1989). Tuition and feesPrivate contributions by commercial organizations in the form of occasional grants for specific purposesConsultancies and research activities Community participation, Auxiliaries (Enterprises, Licenses, Parents, Alumni Associations.Ubogu (2011) writes that, the trend in fund allocation to federal universities and higher institutions of learning are shown in table 1, 2, 3 and 4 below as provided by NUC and ETF 2001, 2002 and 2003 records.

Table 35: Source of funds for University Financing

Heading source	Percentage	
Personal	Government grant	98
	Other sources	2
Overhead	Government grant	45
	Income from user charges	49
	Income from investments	6
Capital	Government grant (NUC)	68
	Government grant (ETF)	12
	Private sector support	10
	Income from investments	4
	Others	6

Sources: NUC (2001, 2002)

Table 35 shows sources of funds available for financing Universities in Nigeria, which include among others Government grant Private sector, income from investment and other sources.

Table 36: **Yearly total public expenditures on University education in Nigeria by student enrolment and by the rate of inflation in the economy**

Year	Total Public Student Enrolment	Rate of Inflation	Expenditure in all fed. Universities (In million)
1970	30890.0	14,468	13.8
1971	55,695.7	17.093	15.6
1972	85,083.2	20,889	3.2
1973	98,270.3	23,228	5.4
1974	168,270.3	26,448	13.4
1975	243,835.0	32,286	33.9
1976	199,689.1	40,914	21.2
1977	288,602.0	46,684	15.4
1978	280,988.0	48,698	16.6
1979	302,913.9	57,742	11.8
1980	436,103.7	77,761	9.9
1981	684,019.2	90,751	20.7
1982	554,276.3	104,774	7.7
1983	514,404.1	116,822	23.2
1984	481,022.3	126,285	39.6
1985	488,110.3	135,783	5.5
1986	557,973.9	151,767	5.4
1987	424,263.1	160,767	10.2
1988	611,173.3	174,133	38.3
1989	726,961.3	179,494	40.9
1990	659,996.6	200,774	7.5
1991	743,502.2	232,482	13.0
1992	2, 153, 1925.8	255,730	44.0
1993	3,317,518.9	281,303	54.2
1994	3,993,570.3	309,433	57.0
1995	4,392,927.3	340,376	72.0
1996	4,832,220.0	375,414	100.3

Sources: National University Commission

Table 36, presents data on all the Federal Universities, showing total public investment expenditures on university education: the total Student's enrolment: and galloping inflation trend, for the period 1970 to 1996. The total student's enrolment figure moved from 14,468 in 1970 to 375,414 in 1996. The phenomenal increases in student's population mean that the public investment on university education also increased. Although not in the same proportion. Also, with the devaluation of the local currency, came the need to increase the nominal value of public investment (which may not necessarily increase the real value of such investment). The public investment in university education moved from N30,890.00m in 1970 to N4, 832,220.00 in 1996.However, what is gained in nominal value of the increased investment in public expenditure in university education is lost to the galloping inflationary trends (inflation rate being 13.8% 1970, and 100.3% in 1996). (Ubogu, 2011).

Table 37: Total Government Grant and Local Income in Federal Universities

Institution 1 2	3	Col 2		
	TR (RC) (N)	LI (N)	TI (N)	%
(3)				
Ibadan2,509,890,696	196,575,448	2,706,466,144	**7.8**	
Lagos	1,955,127,150	359,502,258	2,314,629,408	
18.4				
Nsukka	2,512,793,291	98,141,298	2,810,834,589	3.9
Zaria	2,567,587,409	73,210,330	2,640,797,739	2.9
Ife	2,304,114,896	40,031,187	2,344,148,083	1.7
Benin	1,949,126,834	155,172,513	2,104,299,347	8.0
Jos	1,332,790,023	48,744,424	1,381,534,447	3.7
Calabar	1,227,113,256	105,939,905	1,333,053,161	8.8
Kano	981,801,323	54,218,393	1,036,019,716	5.5
Maiduguri	1,089,098,496	137,148,440	1,226,248,938	
12.6				
Sokoto	651,927,799	39,025,328	690,953,127	6.0
Ilorin	1,472,655,002	65,616,425	1,548,571,427	4.5
Port Harcourt	1,268,403,040	110,415,425	1,378,818,465	8.7
Abuja	402,154,078	84,674,826	486,828,906	
21.1				
Awka	1,013,481,643	86,476,190	1,099,957,83	8.5
Uyo	801,835,95	34,697,558	836,555,468	4.4
Owerri	611,326,365	29,751,258	641,077,623	4.9
Akure	545,315,202	35,855,281	581,170,483	6.6
Minna	417,130,171	20,549,000	437,676,171	4.9
Bauchi	556,280,147	17,268,097	537,548,244	3.1
Yola	499,590,326	21,962,043	521,552,369	4.4
Total 26,669,544,060	**1,815,176,627**	**28,484,720,687**	**6.8**	

KEY: TR (RC) = Total Releases (Recurrent and Capital), LI = Local Income, TI = Total Income.

Source: NUC 2003

Generally, the results show that funding is still a major pre-occupation of government at both federal and state levels. This led to the stakeholder's National summit on higher education, which held in March 2002, where a number of conclusions were reached on the issue of funding of higher education, thus:

1. An increase in the funding levels to universities is required to enable them improve on the provision of faculties and services. Universities must increase their internally generated funding levels.

2. All stakeholders should be challenged to share in the cost of education by paying some fees in order to attain and sustain a reasonable level of funding of higher education in Nigeria.
3. Government should implement and sustain the provision of scholarships, bursaries and loans to ensure that all Nigerians with capacities to seek education at the tertiary level can actualize them.
4. Development partners have great potential to bring in significant resources to the institutions and agreed that these potentials be comprehensibly explained with due cognizance to national interest (Okebukola, 2002)

2.18 Tertiary Education Trust Fund (TETFund)

TETFund was established as an intervention agency under the TETFund ACT- TERTIARY EDUCATION TRUST FUND ESTABLISHMENT, ETC) ACT, (2011); charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary Institutions in Nigeria. To enable the TETFund achieve the above objectives, TETFUND ACT, (2011) imposes a 2 percent (2%) Education Tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education Tax. The Fund administers the tax imposed by the Act and disburses the amount to tertiary educational institutions at Federal and State levels. It also monitors the projects executed with funds allocated to the beneficiaries.The mandate of the Fund as provided in section 7(1)(a) to (e) of the TETFund ACT, (2011) is to administer and disburse the amount in the Fund to Federal and State tertiary educational institutions, specifically for the provision and maintenance of the following;

a. Essential physical infrastructure for teaching and learning;
b. Instructional material and Equipment;
c. Research and Publication

d. Academic staff training and development; and
e. Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institution.

TETFund ensures that funds generated from education tax are utilized to improve the quality of education in Nigeria without direct contract awarding by:

a. Providing funding for education facilities and infrastructural development;
b. Promoting creative and innovative approaches to educational learning and services;
c. Stimulating, supporting and enhancing improvement activities in educational foundation areas like Teacher Education, Teaching Practice, Library development, etc;
d. Championing new literacy-enhancing areas such as scientific, information and technology literacy

Table 38: TETFund Scope of Operation

S/N	**Beneficieries**	
1.Universities	79	
2.Polytechnics	57	
3.	Colleges of Education	66
	TOTAL202	

Source: Bogoro(2015)

According to him, TETFund like any Government agency is funded with 2% Education tax for its intervention activities and an amount not exceeding 5% of the

tax collected is available to cover its administrative operational expenses including payment of personnel emolument and overhead.

Types of Intervention

a. Normal intervention
b. High Impact intervention
c. Special intervention
d. Library Development
e. Academic Staff Training and Development
f. Conference Attendance
g. Academic/Research Journal Publication
h. Book Development Fund
    - Professional Association Journals
    - Manuscripts and PhD Thesis
i. Research Grant
        - Institution-Based Research
        - National Research Fund
j. Academic Manuscripts Development into Textbooks
k. Teaching Practice.

Ad-hoc Interventions

a. Presidential Special Scholarship Scheme for innovation and Development (PRESSID)
b. NYSC Presidential Honors Award
c. Linkage with Expert and Academics in the Diaspora Scheme (LEADS)

Regular & Special Intervention

Accoeding to Bogoro (2015) Regular intervention based on the sharing formula enshrined in the Act. This is handled by the beneficiaries in accordance with the processes and procedures described.Special intervention which is either intervention "necessary" or "incidental" to the core mandate of TETFund as may be determined by the Board of Trustees or assigned to the Fund by the Federal Government. These according to him may be handled directly by the Fund if it is a specialized facility that cuts across institutions or geo-political zones such as the specialized Zonal Central Teaching and Research Laboratories or handled by the beneficiaries such as the Special High Impact Projects or *Almajiri* and Boy Child Education Projects.

Special Intervention

Bogoro (2015) outlined Policy guidelines for the allocation of Special Intervention projects as follows:

a. A budgetary provision of not more than 30% of the funds available for disbursement in each year's Budget should be made available as amount for Special Intervention Projects;
b. The provisions of the Act concerning the sharing ratio 0f 2:1:1 between the Universities, Polytechnics and Colleges of Education should be adopted for the SIPs;
c. Previous performance or achievements in executing TETFund projects by individual institutions should be evaluated and rated as one of the basis for SIP allocation. The criteria may be such that an institution that has not accessed past one year of its allocation or is below 50% performance on execution of

TETFund Annual Intervention Projects would be ineligible for Special Intervention Project;

d. The SIP Intervention may be extended to academic staff training and development;

e. Special Intervention Projects should be utilized to boost specific areas of need in the beneficiary institutions especially in Science, Technology and Social Sciences;

f. Allocation on Special Intervention should not exceed the sum of N500 million per allocation and no institution benefit from more than two Special Intervention in each intervention year;

g. No institutions should benefit from both High Impact Project (HIP) and Special Projects (SIP) concurrently in each intervention year;

h. All annual intervention funds should be utilized by beneficiaries in the ratio of 70% for construction and 30% for procurement;

i. That no amount exceeding 10% of any TETFund Intervention should be used for renovation of building;

j. A lump sum request for Special Interventions out of the TETFund intervention approved budget should be presented to the Board for approval before specific letters of Allocation are issued to the beneficiaries. Details of the beneficiaries and amounts should accompany such request to the Board;

k. Equality among six (6) geo-political zones of the Federation and states in the Zones should be adhered to in the allocation of special projects;

l. The Special Intervention projects should be a form of incentives for good performance, therefore institutions with maximum allowable arrears in the annual intervention should not benefit from the special intervention;

m. Letters of allocation should be specific with respect to the area of intervention and should contain reference to the BOT approval;
n. Regulatory Agency driven intervention should be discouraged. All request should be beneficiary driven to enhance value;
o. Special interventions may be allocated to help address special needs of institutions in areas affected by insurgency or natural disaster such as flood and fire etc;
p. A Board Committee will consider proposals of beneficiaries before presentation to the Board of Trustees for approval.

Bogoro (2015) reported that, TETFund has announced that, it has vacated and re-allocated un-utilized interventions funds allotted to tertiary institutions to those willing to take the allocations for the infrastructural development of their Schools. in another report TETFund has spent N19 billion to facilitate academic programmes for selected lecturers from all the public tertiary institutions across the across the country. Speaking at an award ceremony to honor staff of the agency who clocked 10 years and above in service, the chairman Board of Trustees of the agency, Musa Babayo, Said the agency is committed to capacity development of lecturers. According to him, 2014 is a fulfilling one, going by the agency's level of interventions in the education sector. He added that, very soon Nigerians would begin to feel their impact within the academic system. The official stated that the academic staff training and development program represents the single largest capacity building program ever funded by a public sector organization such as TETFund. According an official statement:

> "We have to date invested from January to get along over N19 billion oncapacity building across all the 71 federal and state public universities, the 51 federal and state public polytechnic, the 61 federal and state Public colleges of education"

Bogoro noted that, 2015 would witness further consolidation on the modest achievement so far. He added that, the year would lead to the training of over 10,000 academic staff for Masters and PhD in diverse fields. He posited that, TETFund has disclosed that each of the universities in Nigeria an allocation of N912 million as intervention funds for the 2014 just as it announced a considerable increase in the number of benefitting institutions across the country. He goes further to disclose that, at a joint TETFund/FIRS interactive workshop in Enuguthat, the annual increase allocation was the impact of the strategic partnership between TETFund and FIRS.In another development,according to him, the number of benefiting institutions increased from 157 public tertiary institutions in 2010 to 183 in 2014. Allocation to each university grew from N303 million in 2010 to N912 million in 2014. Likewise, allocation to polytechnics rose from N183 million in 2010 to N661 million in 2014. The College of Education allocation also rose from N157 million in 2010 to N581 million in 2014.

TETFund is a substantial source of financial assistance to the various Institutions in the Country, especially in the commencement, completion or rehabilitation of Capital projects embarked upon by institutions at the Federal, State and Local Government levels. Most of the recent capital developments in our Tertiary institutions have been sponsored or financed by Fund. It is pertinent to note that fund from the ETF was used initially to support activities at ball the levels of education based on a sharing ratio of 2:3:5 for Primary, Secondary and Tertiary institutions respectively. Through a major policy shift, informed by the commitment of the Federal Government to revamping the higher education sector, TETFund is now to fund only public tertiary institutions. Consequently, the Fund is now referred to as Tertiary Education Trust Fund (TETFund). Fortunately, the inflow of Fund to TETFund has increased significantly due to the efficiency of the Federal Inland Revenue Service (FIRS) in collecting the education Tax from registered Companies in Nigeria (Bamiro, 2012). According to him there is an example which showed that about N135.4 billion was

received by TETFund from FIRS collection from January to October, 2009 as against the N40.9 billion received for the same period for year 2008. TETFund was the source of the special intervention of close to N42 billion to develop 6 universities, 3 Polytechnics and 3 COEs into world class institutions. While announcing the special interventions in April 2009, the Honorable Minister of Education made the following pertinent statements:

> There is no doubt that the education sector is facing enormous challengesthe effective resolution of these challenges is a pre-condition for our nationdevelopment. As you are aware the present administration is committed tothe realization of the 7-Point Agenda and our National vision of becomingone of the top 20 economies in the world by 2020. In order to succeed the Nation needs world-class manpower, possibly only through world-class institution. This call for strategic investment towards improving the teaching and learning environment as well as the quality of Lecturers in our institution.

The honorable Minister of Education also noted further that the objective of the special intervention was the provision and up-grading of facilities for the promotion of the core activities of teaching, learning and research in the following critical areas:Establishment of standard central teaching and research Laboratory in each of the Six selected universities. This is to be a facility for the benefit of all institution in a Particular zone although located in the Federal university. Programme upgrade in Science, Technology and Humanities Social Science such as Medicine, Engineering Agriculture and Arts and Social science. Here the intervention is targeted towards nurturing the programmes into centers of Excellence. General improvement of the Teaching and learning environment ranging from lecture Theatres, classrooms, Laboratories, workshops etc. This is to involve the rehabilitation of physical infra-Structures and the provision of instructional facilities and learning resources. According to Bamiro (2012) in trying to came out with the objective of this special intervention via the Minister's statement on TETFund relevance was also the following statement of the Minister on the same occasion, and He quote:In addition, the Federal Government is aware that the realization of the 7-Point Agenda and Vision 2020 lies not only

in the provision of facilities but equally importantly in encouraging research and scholarly publications. Accordingly, the sum of N3 billion has been approved to support our scholars as individuals and groups capable of contributing to national development in the areas of specialization. Similarly, the sum of N2 billion has been approved support the revival of scholarly Journals, the publication of well-researched tertiary level Textbooks and to make these materials available to the libraries of our institutions.

Bamiro (2012) analyzed the above statement that the commitment of the Federal Government to developing some of its institutions to world-class standard in order to address pressing developmental problems endangered in its development initiatives-the Vision 20-2020 and the 7-Point Agenda. Most significantly, it sees the intervention as an investment towards the development of requisite human capital, nonetheless as an investment; the major driver of the current government massive intervention in the selected institutions was the concern for the rather poor rating of Nigerian Institutions in the increasingly influential but least understood global ranking of universities. It is the desire of the Federal Government that the selected institutions would improve their ranking after the implementation of the various projects. The Federal Government also gave N3 billion in 2011 to additional Federal universities under its special intervention programme. The plan is to cover all federal universities eventually.

TETFund has since put in place the machinery for the implementation of the TETFund research Fund through calls for research proposals from researchers in the system in three Thematic areas: Humanities and Social science, Science and Technology; and Cross cutting Issues (www.etf.gov.ng). The Textbook Project for which N2.0 billion has been allocated has also taken off.Generally, TETFund's normal interventions in the Tertiary Institutions are in the following areas:

a. Construction and Rehabilitation of Building and Laboratories
b. Procurement of Teaching and research equipment

c. Academic Staff Training

d. Research and Book development

e. Capacity building and Teacher training programme

f. Provision of ICT infrastructure

g. Development of facilities that sustain institutions such as boreholes, electric power generators, etc.

The challenge of transforming universities to World-class according to Bamiro (2012), is that, for our universities to be able to respond to the challenges and establish their relevance, they must transform to world-class. This is in tune with the submission of the erstwhile Minister of Education while announcing the ETF special intervention to some HEIs are quoted above. For emphasis, the Minister stated "… *in order to succeed, the nation needs world class manpower, possible only through world class institution.*"

In the specific cases of universities where the above intervention is on-going, the critical issue is- how are these institutions responding? Is the special intervention being deployed towards implementing any well-articulated strategic plan aimed at upgrading teaching and research facilities?

TETFund Achievements

As reported by Bogoro (2015) here are some of the achievements by TETFund as follows:

Improvement of Education Tax Collection: TETFund relies on the 2% profit tax on companies operating in Nigeria. The tax is collected by the Federal Inland Revenue Service (FIRS). However, through collaboration with FIRS in the areas of tax drive, monitoring visits to Large Tax Offices (LTOs) and Integrated Tax Offices (ITOs), interactive forum and technical committee meetings between the senior staff of FIRS and TETFund, education tax collection has improved to unprecedented levels in the Fund's history in the last years i.e 2013-2015 the 2% Education tax collected.

Refocusing the intervention: Beneficiaries no longer deploy the funds outside their core mandate on such tangential projects such as the construction perimeter fences, drainages and car parks when they had empty laboratories, workshops, libraries and little or no provision for staff training. The intervention funds are properly channeled to essential physical infrastructure and instructional facilities for teaching and learning.

Transparency and Accountability: Every year since 2008, TETFund organizes a Strategic Planning Workshop with beneficiaries at which the previous interventions are reviewed in order to chart a course for the coming year, including new innovations to improve teaching and learning in our institutions. The workshop is open to Chairmen of Councils, Vice Chancellors, Rectors, Provosts and other principal officers of institutions. Similarly, EFCC, ICPC, Non-Governmental Organization, staff unions of tertiary institutions such as ASUU have been regularly invited to the workshop.

A quarterly newsletter, ETF News, regularly carries details of all allocations and disbursement to beneficiaries as well as reconciled projects. In addition, detailed released of funds to beneficiaries is posted on TETFund Website (www.tetfund.gov.ng) accessible to both the beneficiaries and the general public. Also, the Fund' Audited Account from 1999 to 2013 have been collated and printed.Book Development Fund Projects (BDF)107 Professional Associations have received funding support from TETFund.20 Specialized Manuscripts were published as academic textbooks and have been circulated to all Public Institutions.9 Manuscript are currently being processed for publication.Academic Publishing Centres (APCs) in TE1s (9 Nos. APCs)Federal University of Technology, Minna; andModibbo Adama University of Technology, Yola have been completed. While the following are being completed at various levels of completion:

- Usmanu Danfodiyo University, Sokoto - 70%
- University of Calabar, Calabar - 95%
- University of Lagos - 88%

- Nnamdi Azikwe University, Awka - 20%
- University of Abuja (FCT) - 50%

The following are yet to start implementation:

- Federal University of Agriculture, Abeokuta (SW)
- Bayero University, Kano (NW)

Table 39: National Research Fund (NRF) Intervention

Year	No of Projects
2012	13
2013	20
2014	14
2015	28
2016	
2017	
TOTAL	**75**

Table 40: Achievements, Research, Journal and Manuscript

S/N	Beneficiary	Research	Journal	Manuscript
(Ibr)	**(Arj)**	**(Amb)**		

	History Of Interventions	2009 To Date	20112012(P&COEs)	To Date
1	Universities	534	57	10
2	Polytechnics	206	37	8
3	C.O.Es291	54	8	
TOTAL		**1,031**	**148**	**26**

Source: Bogoro (2015).

Table 41: Summary of Academic Staff Training and Development (AST&D) Intervention (2010 to date)

S/N	Type of Institution	Foreign Ph.D	Foreign Masters	Foreign Bench-Work	Local Ph.D	Local Masters	TOTAL
1	Universities	1,515	780	286	1,127	656	**4,364**
2	Polytechnics	470	770	20	883	1,653	**3,796**
3	C.O.Es	316	430	15	1,880	2,404	**5,045**
TOTAL		**2,301**	**1,980**	**321**	**3,890**	**4,713**	**13,205**

Source: Bogoro (2015)

Table 42: Summary Report of Conference Attendance (CA) Interventions (2011-date)

S/N	Institution	Male (Local)	Female (Local)	Male (Foreign)	Female (Foreign)	Total

1	Universities	4,990	1,517	5,162	1,627
13,296					
2	Polytechnics	3,938	1,250	2,317	526
8,031					
3	C.O.Es	7,624	3,007	2,440	842
13,913					
TOTAL	**16,552**	**5,774**	**9,919**	**2,995**	**35,240**

Source: Bogoro (2015)

Table 43: Summary of Teaching Practice Intervention Accessed (2011 to date)

Intervention	No. of Institutions Accessed	No. Un-accessed	Total No. of Institution
Teaching Practice	62		62

Others	No. of Beneficiaries	Year
NYSC Presidential Honors Award	30	2011
28		2012
Presidential Special Scholarship Scheme for Innovation and Development	40	2012
Linkage with Experts and Academics in the Diaspora (LEADS)109		2010
		2011

Source: Bogoro (2015)

Table 44: TETFund Intervention Allocation 2011

S/N	Universities	Polytechnics	Colleges of Education
Number	58	50	54
	Amount(N Million)	Amount(N Million)	Amount(N Million)
1. Projects	175,00	169,90	125,00
2. Research	10.00	10.00	10.00
3. Library Development	25.00	10.00	10.00
4. Staff Training & Dev	80.00	40.00	30.00
5. Publication & Journals	10.00	5.00	5.00
6. Manuscripts Development	5.00	1.00	1.00
7. Conference Attendance	20.00	10.00	10.00
8. Entrepreneurship Centers	75.00	10.00	10.00
Total	**395, 00**	**240, 00**	**190,00**

Table 45: TETFund Intervention Allocation 2012

S/N		Universities	Polytechnics	Colleges of Education
	Number	63	51	54
		Amount (N Million)	Amount (N Million)	Amount (N Million)
1.	Projects	347.00	208,00	208,00
2.	Research	10.00	9.00	5.00
3.	Library Development	53.00	30.00	20.00
4.	Staff Training & Dev	130.00	64.00	55.00
5.	Publication & Journals	10.00	5.00	5.00
6.	Manuscripts Dev	5.00		1.00
	1.00			
7.	Confrence Attendance	40.00	20.00	15.00
8.	Entrepreneurship Centers	-	-	10.00
	Total	**595, 00**	**337, 00**	**319, 00**

Table 46: TETFund Intervention Allocation 2013

S/N		Universities	Polytechnics	Colleges of Education
	Number	70	52	55
		Amount (N Million)	Amount (N Million)	Amount (N Million)
1.	Projects	356.00		243,00
	215,00			
2.	Research	20.00		10.00
	10.00			
3.	Library Development	60.00		50.00
	30.00			
4.	Staff Training & Dev	140.00	80.00	80.00

5.	Publication & Journals	10.00	10.00	10.00	
6.	Manuscripts Dev	-	10.00	5.00	
7.	Confrence Attendance	40.00		30.00	30.00
8.	Entrepreneurship Centers	20.00	10.00	10.00	
	Total		**646, 00**		**443, 00**
	390, 00				

Table 47: TETFund Intervention Allocation to Universities from 2009-2013

S/N	**2009**	**2010**	**2011**	**2012**	**2013**
Number	**57**	**56**	**58**	**63**	**70**
Amount (N Million)	**Amount (N Million)**	**Amount (N Million)**	**Amount (N Million)**	**Amount (N Million)**	
1. Projects	57.00	193,14	175, 00	347, 00	350, 00
2. Research	7, 00	10,00	10.00		10.00 20.00
3. Library Dev	10.00	20.00	25.00		53.00 60.00
4. Staff Tr. & Dev	50, 00	60, 00	80, 00	130, 00	140,00
5. Public. & Journals	3.00	5.00	10.00		10.00 10.00
6. Manuscrpt Dev	-	-	5.00	5.00	5.00
7. Conference Att.	-	15.00	20.00	40.00	40.00
8. Entrepr. Centers	-	-	75.00		- 20.00
Total	**127, 00**	**303.14**	**395, 00**	**595, 00**	**645, 00**

Table 47 shows TETFUnd intervention allocation to Universities in Nigeria from 2009-2013 on projects, Research, Library development, Staff development,

publications & Journals, Manuscripts development, Conference attendance and Entreprenuer Centres.

Table 48: Summary of Release and Expenditure to Usmanu Danfodiyo University, Sokoto. 2017. Implementation of Committee on the Needs Assessment of Nigerian Public Universities

	Amount received from FGN		**Amount expended by university**		**Unspent balances**	
Tranches	AMOUNT RECEIVED/FOR PHYSICAL PROJECT	AMOUNT RECEIVED/FOR STAFF DEVELOPMENT	AMOUNT EXPENDED FOR PHYSICAL PROJECT	AMOUNT EXPENDED ON STAFF DEVELOPMENT	UNSPENT BALANCES ON PHYSICAL PROJECTS	UNSPENT BALANCES ON STAFF DEVELOPMENT
First Release (TETFUND)	1,405,582,991.35		2,555,605,438,81		29.706,278.30	
First Tranche (Needs Assessment)	2,633,703,703.61	200,000,000.00	1,453,974,977.85	199,433,387.00		566,613.00
Second Trench	861,379,971.54				861,379,971.54	
TOTAL	**4,900,666,666.50**	**200,000,000.00**	**4,009,580,416.66**	**199,433,387.00**	**891,086,249.**	**566,613.0**

					84	**0**
GRAND TOTAL	**5,100,666,666.50**		**4,209,013,803,66**		**891,652,862.84**	

Source: NUC (2017)

2.19Funding and Internationalization of Nigerian Universities

There is no doubt that series of reform efforts have been made by the Federal Government of Nigeria to reposition Nigerian Universities, but a stronger positive political will and financial support are seriously and urgently needed for our Universitiesto strive and meet up with their global expectation and challenges. Also, varied pressing problems besetting our Universities today need to be addressed with utmost urgency by the government and other stakeholders in the country (Chineze and Stella, 2013).In their efforts to outline strategies for the internationalization of Universities in Nigeria, Chineze and Stella (2013) Posited that Universities must take into cognizance of and get into the emerging international competitive world of learning, and to achieve this the following suggestions are made:

a. Admissions and Certification have to be made on merit and not on politics or anything else;
b. Universities must have autonomy to be dynamic and face the challenges of the emerging world.

c. Entrepreneurial leadership has to go with the institutional autonomy (Clark, In William Harnett and Eric, 2004). Furthermore, Clark, an internationally recognized Higher Education Expert form the United States enjoined Universities to be more flexible and responsive if they must be in this race of emerging international competitive world of learning. He therefore outlined the characteristics of rigid responsive higher institutions which every University must adopt. These include:

    1. A rigid institution of Higher resists making changes in institutional beliefs but a responsive institution of higher learning is adaptive in its orientation and internationally considers changing circumstances.
    2. The rigid institution of higher education often rejects possible changes without openly considering their feasibility or desirability while the responsive and flexible one identifies appropriate ways to adopt and responsive actions.

Furthermore, he identifies four variables for assessing Universities' responsiveness, to be, Access, Teaching and Learning, Financing and Management/Governance. According to him, these qualities of, and the variables for flexible and responsive higher institution of learning must appreciate to guide Nigerian Universities to meet up with the international standard of higher learning.Chineze and Stella (2013) Suggested that, it has to be noted that successful development goes beyond investing in physical, it entails acquiring and using knowledge as well as closing the gaps in knowledge. This explains why Ekundayo and Ajayi (2009) stressed that, for a successful confrontation of the challenges of development; a developing country must undertake three management tasks, namely:

a. Acquiring and adapting global knowledge and creating knowledge locally.

b. Investing in human capital to increase its ability to absorb and use knowledge
c. Investing on technologies to facilitate both acquisition and the absorptions of knowledge.

Similarly, Nwangwu (2007) advocated that Tertiary Education in Nigeria should not only be stressing self-reliance of its beneficiaries but also equip them with the necessary tool with which to be self-reliant and become useful members of the society. It behooves University to provide certain traits on the graduates to enable them perform tasks independently. These traits confer on them certain degrees of confidence and independence in thoughts and actions and accepting personal responsibility for tasks. Traits such as integrity, honesty and ethical strength ought to be inculcated. This will help to produce intellectually, socially and emotionally balanced graduates of international standard. This is expedient because development of any society depends largely on the creative capacity of the citizens to be capable of effectively exploring and exploiting the country's natural resources and transforming them into finished products and services.No country can expect to successfully integrate in, and benefit from the 21st century economy without well-educated work force. In today's life-long learning frameworks. Tertiary education not only provide high levels skills necessary for every market, but also is challenged in the training essential for different professionals or personnel to develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective government and make up decisions which affect the entire society (Ojedele and Fadokun, 2009).

The 21st Century functions of Universities of being centres of excellence, intellectual, social, cultural, economic and political issues as well as research, according to Ebong (2006), cannot be carried out in isolation and without cross fertilization of ideas, information etc. from other countries of the world. These knowledge, technologies and ideas have to be shared by all countries of the world inform of partnership with one another. Hence Higher Education is

by nature and scope institutionally international. According to Chineze and Stella (2013), Nigeria being a member of the United Nations Organization (UNO) and several other international bodies as well as a signatory to some educational policies aimed at globalizing the education sector, cannot afford to fall back in setting standards for realization of these agreed conventions.

The lofty objectives set for Nigerian Universities, and the Federal Government zeal to make Nigeria Technological and self-reliant using education as an instrument for excellence, informed her Policy of devoting greater proportion of University expenditure on science and technology. And that not less than 60% and 80% of places should be allotted to science and science—oriented courses in conventional and Technological Universities respectively. This indicates the nation's interest in contributing to global development andcurbing global challenges through technological advancement.According to Bogoro (2015) Universities in developing countries have been largely criticized as being substandard, lacking relevance to contemporary needs, highly elitist and generally costly. Notwithstanding these impressions, which in most cases are due to lack of information, the universities are the main institutions for training scientific personnel and in most countries for conducting research.

It is therefore, of special importance to understand how academic institutions work.Chineze and Stella (2013),lamented that, how far these lofty objectives of higher education are being reached is of great concern to the government of Nigeria as a lot of research findings have revealed many challenges on the relevance and quality of University Education in Nigeria. For instance, in the Global ranking of Universities, none of the Nigerian Universities is among the first one hundred highly-rated Universities. Yet there are 128 Universities in the Country. Similarly, the quality and relevance of education given in Nigerian Universities is in question. To this, Ojedele and Fadokun in Chineze and Stella (2013) reported that, the curricula in operation in our Universities are no more relevant to the needs of the labor market. Hence, our graduates are narrowly trained in a single discipline which not given them the

opportunity of understanding the multi-dimension needed for the graduate knowledge. They further added that Employers of labour opined that, graduates need management training in addition to their professional skills.

Table 49: Employers Assessment of Quality of Graduates of Higher Education

S/N	Institution	Good Quality	Fair Quality	Poor Quality
1	University	25%	25%	50%
2	Polytechnic	25%	50%	25%
3	College of Education	25%	50%	25%

Source: FME in Ojedele and Fadokun (2009)

They posited that, this embracing scenario calls for urgent attention. in another situation according to them, Dienye and Iwele (2012) noted that Nigerian graduates are no match for their counterparts trained abroad, they are required to undergo series of training before they are given jobs. Paradoxically, Nigerians who studied aboard excel in their various areas of discipline more than their foreign counterparts. The question is what is responsible for this shame in our nation's educational system? Also according to them looking at the global ranking of Universities done in 2002, no university in Africa made it to the elite list. Report has it that out of the assessed 200 Universities,

1. Harvard University 1st Position
2. University of California, Berkeley 2nd Position
3. Massachusetts Institute of Technology 3rd Position
4. California Institute of Technology 4th Position
5. Oxford University 5th Position

6. Cambridge University 6th Position

According to Chineze and Stella (2013) The 200 top-ranking Universities were found in 29 countriesout of 193 UN- member countries, with 62 in U.S.A, 30 in U.K, 17 in Germany and 14 in Australia, Nigerian Universities trailed very far behind this global science (Ebong, 2006). Similarly, according to them, the 2012-2013 World University ranking of 400 Universities shows that only 4 South African Universities and none from Nigeria appeared in the list. The ranking is as follows:

1) California Institute of Technology USA 1st Position
2) University of Oxford UK 2nd Position
3) Stanford University USA 3rd Position
4) Harvard University USA 4th Position
5) Massachusets Institute of Technology USA 5th Position

113) University of Capetown South Africa 113th Position

249) University of Witwatersrand South Africa 249th Position

270) Stellenbosch University South Africa 270th Position

393) University of Kwazulu-natal South Africa 393th Position

(Thomson, 2013)

Adelokun, Olasimbo and Ajayi (2013) summarized the relative ranking of Nigerian Universities 2013.

Table 50: Relative Ranking of Nigerian Universities

S/N	University	Rank in Africa	World Rank
1	University of Ilorin	21st	2668th
2	University of Jos	42nd	4087th
3	University of Nigeria Nsukka	54th	5076th
4	University of Lagos	58th	5253th
5	Obafemi Awolowo University,	63rd	5883rd
6	Ahmadu Bello University	69th	6270th
7	National Open University	86th	7246th
8	University of Agriculture Abeokuta	95th	7619th

Source: Top Universities, Colleges in Africa 2013. According to them, the SCIMAGO Research group presented another detailed ranking for the first 100 in Africa using other objective criteria.

Table 51: Continental and World Rankings of Nigerian Universities (Top 10)

S/N	University	Rank in Africa (SCIMAGO)	World Rank	Present Rank	Impact Rank	Openness Rank	Excellence Rank
1.	Obafemi Awo Uni	8th	1113	3289	717	100	832806
2.	Auchi Politechnic	23rd	2106	17775	561	136	575080
3.	University of Ibadan	24th	2109	8128	4083	4932	1317
4.	University of Lagos	25th	2149	4410	2922	9204	2040
5.	University of Nig.	31st	2640	8218	3796	7771	2253
6.	Uni. of Agric. Abk.	45th	3156	3211	4905	1633	2584
7.	Yaba Coll. of Tech	46th	3166	4998	1706	128	425080
8.	Uni. of Benin	69th	4071	9172	6492	6582	2661
9.	ABU, Zaria	74th	4394	3585	8235	3554	2274
10.	Uni Ilorin	81th	4534	7221	6478	2593	3186

Source: Extrapolated from Ranking Web of Universities in Africa

Chineze and Stalla (2013) lamented that, this is suicidal and shows that Nigerian Higher Education is just crawling. If Nigeria according to them must move from its Cultural boundaries to a global status, then education must be the instrument for breaking the socio-economic-political barriers to development, because whatever the society puts into education, is what education gives to the society. It is not expenditure but an investment. Regrettably, according to them, the goal of creating an enabling ground for science and technology literacy is not marked with practical steps. Universities have workshops without equipment, Laboratories without science equipment, libraries without books, information and technology centres without computer systems. Government makes policies and plans without implementing them (Dienye and Iwele, 2012). This according to Kosemani (2000)

"that Nigerian Universities have been producing more of scientific historians, those who could only read and memorize scientific facts and principles".There is no doubt that series of reform efforts have been made by the federal Government of Nigeria to reposition Nigerian Universities, but a strong positive political will and financial support are seriously and urgently needed for our Universities to strive and meet up with their global expectations and challenges. Also, varied pressing problems besetting our Universities today need to be addressed with utmost by the government and other stake holders in the country (Chineze and Stella, 2013).

The Nigerian Universities Commisiion (NUC) has released its yearly (2015) ranking for the top legally recognized tertiary institutions in Nigeria. According to Report the University of Lagos comes top of the list, while Obafemi Awolowo University Ile-Ife and University of Ibadan, both in Oyo State come in the next two spots. Covenant University is the private University with the highest ranking.Below is the full list as follows:

1. University of Lagos, Lagos
2. Obafemi Awolowo University, Il-Ife
3. University of Ibadan, Ibadan
4. University of Ilorin, Ilorin
5. Covenat University, Ota
6. Federal University of Technology, Minna
7. University of Nigeria, Nsukka
8. University of Benin, Ugbowa
9. University of Port Harcourt, Port Harcourt
10. Ahmadu Bello University, Zaria
11. University of Agriculture, Abeokuta
12. Landmark University, Omu-Aran
13. Rivers State University of Science and Technology, Port Harcourt

14. Federal University of Technology, Akure

15. University of Jos, Jos

16. Nnamdi Azikwe University, Awka

17. Lagos University, Ojo

18. Redeemer's University, Mowe

19. Bayero University, Ksno

20. University of Manduguri, Maiduguri

21. Ladoke Akintola University of Technology, Ogbomoso

22. Federal University, Dutsinma,

23. Federal University of Technology, Owerri

24. Federal University, Oye-Ekiti

25. Afe Babalola University, Ad-Ekiti

26. Osun State University, Oshogbo

27. Paul University, Awka

28. Ekiti State University, Ado-Ekiti

29. Adekunle Ajasin University, Akunggba-Akoka

30. Federal University, Dutsinma

31. University of Uyo, Uyo

32. University of Agriculture, Makurdi

33. University of Abuja, Abuja

34. Ebonyi State University, Abaliki

35. Veritas University, Abuja

36. Madonna University, Okija

37. University of Calabar, Calabar

38. Nasarawa State University, Keffi

39. Pan African University, Lagos

40. Ambrose Ali University, Ekpoma

41. Lead City University, Ibadan

42. Abubakar Tafawa Balewa, Bauchi

43. Kwara State University, Ilorin

44. Delta State University, Abraka

45. Baze University, Abuja

46. Bingham University, Auta Balifi

47. Bells University of Technology, Ota

48. Umaru Musa Yar'Adua University, Katsina

49. Babcock University, Illishan-Remon

50. Federal University of Petroleum Resources, Effurun

51. Benue State University, Makurdi

52. Enugu State University of Science and Technology, Enugu

53. Joseph Ayo Babalola University, Ikeji-Arakeji

54. Niger Delta University, Wilberforce Island Yenagoa

55. African University of Science and Technology

56. Kaduna State University, Kaduna

57. Federal University, Lokoja

58. Igbinedion University, Okada

59. Ibrahim Badamasi Babaginda University, Lapai

60. Fountain University, Oshogbo

61. American University of Nigeria, Yola

62. Achievers University, Owo

63. Ondo University of Science and Technology, Okitipupa

64. Obong University, Obong Ntak

65. Crawford University, Faith City

66. Federal University, Otuoke

67. Anambra State University, Uli

68. Olabisi Onabanjo University, Ago Iwoye

69. Tai Solarin University of Education, Ijebu-Ode

70. Modibbo Adama University of Technology, Yola

71. Ajayi Crowther University, Uyo Town

72. Imo State University, Owerri

73. Caleb University, Imota

74. Federal University, Ndufu-Alike

75. University of Mkar, Mkar

76. Nigerian Turkish Nile University, Abuja

77. Novena University, Ogume

78. Adeleke University, Ede

79. Renaissance University, Enugu

80. Al-Hikma University, Ilorin

81. Caritas University, Enugu

82. Usman Danfodiyo University, Sokoto

83. Kebbi State University of Science, Aliero

84. Benson Idahosa University, Benin City

85. Oduduwa University, Ile-Ife

86. Michael Okpara University of Agriculture, Umuahia

87. Bowen University, Iwo

88. Adamawa State University, Mubi

89. Crescent University, Abeokuta

90. Cross River University of Science and Technology, Calabar

91. Gombe State University, Gombe

92. Elizade University, Ilara-Mokin

93. Abia State University, Uturu

94. Wellspring University, Benin City

95. Yobe State University, Damaturu

96. Western Delta University, Oghara

97. Federal University, Lafia

98. Wesley University of Science and Technology, Ondo City

99. Bauchi State University, Gadau

100. Federal University, Kashere

(www.nuc.gov.ng)

Bamiro (2012) posited that, for our Universities to be able to respond to the challenges and establish their relevance, they must transform to world-class. This is tune with the submission of the erstwhile Minister of Education while announcing the ETF special intervention to some HIE's. For emphasis, the Minister stated *"...In order to succeed, the nation needs world manpower, possibly only through world class Institutions..."* In the specific cases of Universities according to him where the above intervention is ongoing, the critical issue is – how are these institutions responding? Is the special intervention being deployed towards implementing any well-articulated strategic plan aimed at upgrading teaching and research facilities and achieving some form of upgrading of transformation? Probably in line with the above challenge, Obafemi Awolowo University, a beneficiary of the ETF special intervention of N3.0 billion, held a retreat for members of its Governing Council and the University administration, including the then incoming Vice-Chancellor under the theme – "Policy *frameworks for Transforming OAU to a world class university".* So, one must

commend TETFund for organizing this Strategic Planning Workshop.According to him the challenge of transforming our universities to world-class is a useful construct to interrogate the Nigerian University system against relevance. In what follows, he said that he should borrowed from the Convocation Lecture he gave at University of Lagos (Bamiro, 2012) in taking a cursory look at possible answers to the following pertinent questions:

a. What is a world Class University?
b. What are the attributes of a World Class University?
c. What is the checklist at institutional level in quest towards transforming to world class?
d. What is the role of corporate governance?

What is a World-Class University?

Bamiro (2012) suggested that, if a university is aspiring to become a world class institution, it is to be expected that it surely knows what it means against the background of its core mandate of teaching, research and community service. Unfortunately, despite the widespread usage of the term 'world-class university', it has defied any objective definition to the extent that Altbach in (2004) succinctly observed:

Every wants one or more knows what it is, and no one knows how to get one'

According to his statement it reminds him of a debate some years ago in the United States of America on answering the question – what is pornography? After several agonizing weeks by the committee set up to provide an operational definition for the judiciary, the committee concluded thus 'pornography is pornography when you see

it'. In like manner, a world-class university is a world-class university when you see it. But what are its attributes?

Attributes of a world-class university

As noted by Jamil (2009), the few scholars who have attempted to define what world-class university have that regular universities do not possess have identified a number of basic features, such as:

a. High qualified faculty
b. Excellence in Research
c. Quality Teaching
d. High levels of government and non-government sources of funding
e. International and highly talented students
f. Academic freedom
g. Well-defined autonomous governance structures
h. Well-equipped facilities for teaching, research, administration and student life
i. International reputation of the university
j. University's contributions to society

He elaborated further by pointing out that, all the key elements that have been identified in the section – what are universities for- are included in the above. What is crucial is the operational interpretation of these elements to achieve the desired goals.He goes further to advocate the Jamil model, which made the case that superior results of world-class institutions (highly sought graduates, leading-edge research and technology transfer) can essentially be attributed to three complimentary sets of factors at play in top universities:

a. *High concentration of talents* (faculty and students)
b. *Abundant resources* to offer a reach learning environment and to conduct advanced research; and
c. Favorable governance features that encourage strategic vision, innovation, and flexibility and that enable institutions to make decisions and to manage resources without being encumbered by bureaucracy.

Bamiro (2012) examined that for an institution engaged in the process of evolving policy and actions towards transforming into world-class, two complimentary perspectives (external and internal) need to be considered: one; the role of government at the national level and the resources that can be made available to enhance the status of the institution: and two; which is internal, has to do with the evolution and steps that the institution need to take to transform itself into world-class institution. The latter constitute the challenge as it calls for change. Some have noted that trying to get a university to change is like trying to move a cathedral. Boulton (2010) even noted that changing a university is like moving a graveyard; you get no help from the people inside.However, for those who are ready to make the change or initiate change such as the participants in the workshop organized, the following checklist of activities is proposed at the level of the institution, in line with Jamil (2009):

a. How can the institution build the best leadership team?
b. What are the vision and mission statements, and what are the specific goals that the university is seeking to achieve?
c. In what niche(s) will it pursue excellence in teaching and research?
d. What is the target student population?

e. What are the internationalization goals that the university needs to achieve (with regard to faculty, students, programmes, and so forth)?
f. What is the likely cost of the proposed qualitative leap, and how is it going to be funded?
g. How will success be measured? What monitoring systems, outcome indicators, and accountability mechanisms will be used?

2.20 Public-Private Partnership (University-Industry Partnerships in Nigeria)

Bogoro (2015) stressed that, it is a well-known fact that Government had taken many initiatives to provide the framework for the development of Science and Technology (S&T) and its integration into the mainstream of development strategies through Public-Private Partnership (PPP). However, the impact of these initiatives in advancing the socio-economic status of our dear country begs for more probing in view of the subsisting underdevelopment and poverty indices manifest at all levels. There is therefore a need to develop new strategies that will interlink research and industry through a partnership and to explore avenues of strengthening university-industry relationships in the generation and use of research results. In the current context of pressure on universities according to him for more relevance to economic and social needs collaborating with industry is one of the ways through which universities can support the growth of regional and national economies.

As observed by Creso (2014) cited in Bogoro (2015), little is known about the relationships between universities and industry in Nigeria. So, far, empirical studies of university-industry linkages according to him have mainly focused on technologically developed countries. This is because these linkages usually involve sophisticated research and innovations, universities in developing countries, and Nigeria in particular, are thought to lack the ability to engage more actively with industry.In the developed or industrialized countries, partnership between University/Research Institutes on one hand and industry on the other is one of the

most effective strategies for technology to the resolution of social problems. Such partnerships take many forms including the joint execution of research projects, the award of research contracts, the development of curricula and the provision of continuing engineering education for practicing engineers and scientists. Because of the awareness of the direct and indirect benefits associated with the partnership, they occur readily with less external prodding. Furthermore, each of the partners has in place the policies and institutional arrangements to engage in such collaborative work and researchers and scientific ideas of economic value are assisted in forging links with industries/entrepreneurs and financial institutions.

2.21 Background of Ahmadu Bello University, Zaria

Ahmadu Bello University (ABU) is the largest university in Nigeria and second largest in Africa; second only to Cairo University in Egypt in Zaria it was founded on October 4 1962 as the University of Northern Nigeria by the then Northern regional government and was taken over as a Federal Institution in 1975.From a modest beginning in 1962 by 2002 the university has been transformed into the largest and the most extensive of all universities in sub-Saharan Africa. Currently, the university covers a land area of 7,000 hectares and encompasses twelve academic faculties a postgraduate school and 82 academic departments. It also has five institutes six specialized canters a division of agricultural colleges a demonstration secondary school a primary school and extension and consultancy services which provide a variety of services to the university and the wider society. The total students' environment in the universities degree and sub-degree programs is about 35,000 drawn from every state of the federation, African and the rest of the world. There are about 1,400 academic and research staff and 5,000 support staff serving the university, the university has also nurtured two university colleges, the Abdullahi Bayero College (now Bayero University, Kano) and The Abubakar Tafawa Balewa College (now Abubakar Tafawa

Balewa University of Technology, Bauchi), while 27 tertiary institutions made up of colleges of Education, Polytechnics and schools of basic preliminary studies are affiliated to it. Ahmadu Bello University operates two main campuses Samaru and Congo campus; the Samaru campus houses the administrative offices, sciences, social sciences, arts and language education and research facilities. The Kongo Campus hosts the faculties of law and administration. The Faculty of administration, Local government and Developments Studies and Public Administration Departments. The university is named after the Sardauna of Sokoto, Alhaji Sir Ahmadu Bello, the First premier of Northern Nigeria.

Within the 40 years of existence, the university had to a great extent, meet the development needs for which it was founded especially with regards to the production of high-quality graduates and community service in engineering, environmental design, the medical sciences, agriculture, the humanities, education and the Natural sciences. The university's five hundred thousand alumni are found in all parts of Nigeria, Niger Republic, the Cameroon, South Africa, Europe, Asia and the United State. Its products occupy important positions in the public and the private sectors of the economy, at all levels of government, and in educational institutions of higher learning in and outside Nigeria. At the first convocation ceremony of the Ahmadu Bello University in 1963, the founding father and mentor of the university Sir Ahmadu Bello enunciated the philosophy of ABU when he said "the first duty of every university is the search for and the spread of knowledge and the establishment of the nation". The Philosophy of ABU is predicated upon the "cardinal principle of imparting knowledge and learning to men and women of all races without any distinction on the ground of race religious or political beliefs etc". Hence, the objective of ABU as articulated in articles 4 of its 1962 and 1975 law are:

a. To provide regular and liberal courses of instruction in the humanities sciences and other spheres of learning of a standard required and expected of university of the highest standing.

b. To promote research and the advancement of science and learning.

c. To secure the diffusion of knowledge throughout Nigeria.

The university has a large medical program with its own teaching hospital, which is one of the largest in Nigeria. (url:www.abu.portial.ed.ng).

2.22Empirical Studies

A study carried out by Asake will be used in this study as number one empirical study. The title of the work is Assessment of the Impact of Funds Allocated to Federal Universities in Nigeria (2005-2009). The Research was conducted in 2012. The target population of the study consisted of twenty-seven (27) Federal Universities located in six (6) geo-political zones. The federal universities based on the year of establishment as presented in 31. This was also used to classify the universities into first, second or third generations as used in the study.

Table 52: Federal Universities and Year of Establishment

S/N	Name of University	Year of Establishment
1.	University of Ibadan, Ibadan (Formerly Uni. Col. Ibadan	1948
2.	University of Nigeria, Nsukka	1960
3.	Ahmadu Bello University, Zaria	1962
4.	Obafemi Awolowo University, Ile-Ife	1962
5.	University of Lagos, Lagos	1962
6.	University of Benin, Benin	1970
7.	Bayero University, Kano	1975
8.	University of Calabar, Calabar	1975
9.	University of Ilorin, Ilorin	1975
10.	University of Jos	1975
11.	University of Maiduguri, Maiduguri	1975
12.	University of Port Harcourt, Port-Harcourt	1975
13.	Usmanu Danfodiyo University, Sokoto	1975
14.	Federal University of Technology, Owerri	1980
15.	Federal University of Technology, Akure	1981
16.	Federal University of Technology, Minna	1982
17.	Nigerian Defense Academy, Kaduna	1985
18.	Abubakar Tafawa Alewa, Bauchi	1988
19.	Federal University of Technology, Yola	1988
20.	University of Gwagwalada, Abuja	1988
21.	University of Agriculture, Abekuta	1988
22.	University of Agriculture, Makurdi	1988
23.	University of Uyo, Uyo	1991
24.	Michael Okpara University of Agriculture, Umidike	1992
25.	Nnamdi Azikwe University, Awka	1992
26.	National Open University of Nigeria, Lagos	2002
27.	Federal University of Petroleum Resources, Effurun	2007

To be able to address the topic in focus "Analysis of Management of Funds Allocated to Federal Universities in Nigeria (2005-2009), data were collected (using three sets of questionnaire) for management and administrative staff, academic staff and students. The faculties involved were randomly selected to ensure equal opportunity of being selected for the study.A sample of size of thirty percent (30%) was used by the researcher. This gave nine (9) Universities in each zone to be used in the study according to krejcie and Morgan to gather data from management and administrative staff, academic and students.

Table 53: Population and names of Sampled Federal Universities

Zones	**North-West**	**North-Central**	**North-East**	**South-South**	**South-East**	**South-West**	**Total**
Number of University (Population)	3	6	3	5	4	6	27
30% of the Population (Sample)	1 Bayero Univ. Kano and FUT Minna	2 University of Ilorin Uniben and UniLag	1 A.T.B.U Bauchi	2 UniPort and	1 NAU Awka	2 Uni Ibadan	09

Table 54: Population and Sample of Respondents

S/N	Name of University	Management and admin. Staff		Academic Staff		Students	
		P	S	P	S		
1.	Nnamdi Azikwe University, Awka	859	265	805	260	19.047	368
2.	Abubakar T. Balewa University, Bauchi	157	108	376	191	9,392	368
3.	University of Benin,	842	265	1,059	278	28,065	379
4.	University of Ilorin	86	70	785	260	22,416	377
5.	University of P/Harcourt	350	181	1,320	297	20,334	377
6.	Fed. Uni. of Tech. Minna	220	140	655	242	16,228	370
7.	University of Lagos	113	86	1,337	297	13,743	370
8.	Uni. of Ibadan	390	196	1,206	291	18,888	375
9.	Bayero Uni. Kano	158	113	1064	250	29,612	379
	Total	**3,175**	**1,424**	**8,607**	**2,366**	**177,725**	**3,363**

The data collected were coded, computed, tabulated, analyzed and presented in the following form for understanding:

a. in tabular form and

b. in frequencies and percentages

In addition to this, the raw scores (data) from the frequencies were converted to percentages. Using the descriptive statistical techniques such as the mean and percentages, the research questions in chapter one was answered. Considering the number of variables involved in the study, the analysis of variance technique (ANOVA) was employed as the

statistical method for the study. This method takes care of the large number of variables involved in the study.

The following findings were arrived at from the study. The allocation of funds to teaching and learning had seventeen items in the questionnaire presented to respondents to elicit their opinions, Opinions were drawn from the three generation of Federal universities in the country. In all, nine Federal Universities cutting across the six geo-political zones were sampled. The outcome of the gathered data from the respondents (made up of six hundred and ninety-one management /administrative staff) after being tested showed a significant difference in the opinions of the respondents. This shows that adequate allocation of fund has impact on teaching and learning. The item used to illicit opinions from respondents under the adequacy of fund staff and students' welfare services after being tested also revealed a significant difference in their opinions. However, the f-calculated which was 16,968 as against f-table alpha is quite significant which led to the rejection of the formulated null hypothesis.

The welfare of both staff (academic and non-academic) and students has a direct impact on their performance (Teaching and learning) respectively. The finding on the findings on the management of facilities as opined by the respondents (academic staff) indicated a significant difference in the opinions of respondents from the three generation Universities used for the studies.

The findings on staff development on teaching and learning revealed a significant difference in the opinions of respondents (Academic staff). The findings on staff-student ratio also showed a significant difference in the opinions of respondents from the three generations. On the management of fund allocated to provision of instructional materials the analysis showed that significant difference was recorded in the opinions used for the study. This opinion is also a testimony that enough funds are not available for the provision of adequate instructional materials.

The empirical study of this research is the work of Ade Ojo Moses I. The title of the work is "A Study of Financial Management, Control and Crisis of Nigerian Federal Polytechnics". The research was conducted in 2003. The target population of the study was made up of all the polytechnic management staff these include the directors and Heads of colleges/schools/departments of the seventeen (17) federal polytechnics in Nigeria. The entire National Board for Technical Education (NBTE) officials of the rank of Deputy Director and above was included in the study population. All categories of respondents were selected based on their involvement at determining financial policies in the polytechnics, in implementing such policies or in benefiting in one way or the other from the implementation of such policies, this was to ensure fair geographical spread in conformity with the geo-political zones being recognized by the supervising body NBTE.

When it is either impractical or impossible to obtain a list of all members of the accessible population, the cluster sampling technique can be employed. This procedure is used when it is more feasible or convenient to select groups of individuals from a defined population (Bong and Gall 1983). Since it was neither possible nor even necessary at times to study the entire population drawing a sample from the parent population becomes imperative (Aghenta, 1993). From the seventeen (17) federal polytechnics in Nigeria, six (6) that is 31.6% are selected as samples in order to get fair representation of each set of respondents and from all areas of the country, the country was divided into six 900 political zones as approved by government. From these zones, six polytechnics were based on the age and number of accredited programmes, one from each. This help to give an unbiased representation and proper coverage of all cadres of the polytechnic staff. Care was taken to ensure representation of first- and second-generation polytechnics. Table 2.20.4 presents the six approved zones, the number of polytechnics in each zone and the polytechnic to be included in the sample. Having selected the polytechnics, the population of each of them was stratified into polytechnic management staff, directors of colleges/schools and heads of

departments for the purpose of selecting the study samples in each of them stratified random sampling which is a process of dividing a population were included. Table 2.20.4 shows the total population for each stratum. Because the total respondents for the study in the polytechnics selected were a fair representation and can be managed, all of them were used it is believed that the result will be more authentic than to use the recommended 30 percent of the total population.

Table 55: Populations and the Sample of Respondents Selected for the Study

S/N	Institution (Polytechnic)	Zone	Number Of Management Staff	Sample Selected
1.	The Federal Polytechnic, Bida	North Central	33	33
2.	The Federal Polytechnic, Bauchi	North East	25	25
3.	Kaduna Polytechnic	North West	47	47
4.	The Federal Polytechnic, Nekede	South East	30	30
5.	Yaba College of Technology Lagos	South West	51	51
6.	The Federal Polytechnic Auchi	South South	33	33
7.	National Board for Technical Education (NBTE)		16	16
	Total		**235**	**235**

Data were analyzed using mean score to determine the majority opinion of the respondents on the items related to the research questions. For each questionnaire item, the raw score obtained from the responses were computed and tabulated into frequency distribution tables. The mean of the responses for each questionnaire item was determined for the purpose of forming a basis for drawing conclusion. The mean here, refers to the mean scores obtained from responses among the respondents to the particular questionnaire item. To complete the mean x the Likert scale items were assigned points as follows:

a. Strongly agree (SA) 5 points

b. Agree (A) 4 points

c. Undecided (U) 3 points

d. Disagree (D) 2 points

e. Strongly Disagree (SD) 1 point

The mean x was computed using the formula as stated by Nworgu (1981).

$$X = \frac{(f \times 5) + (f \times 4) + (f \times 3) + (f \times 2) + (f \times 1)}{n}$$

Where x = Mean of the scores

f = frequency of respondents for each response category

n = Number of respondents

Each mean was interpreted in relation to real limits of codes used in the instrument for data collection. The hypotheses formulated were tested using the "t-test" for large independent sample at 0.05 level of probability. For hypothesis testing, if the obtained value is greater than the critical value the null hypothesis would be rejected. The following findings were arrived at from the study. Hypothesis 1 (i) deals with the opinions of NBTE and the PGMTS regarding the relationship between the extent of their participating in financial decision-making and the financial crisis in Nigerian polytechnics.

The analysis of data showed that there is no significant difference between the opinions of the two categories of respondents, which leads to the acceptance of the hypothesis. The findings and the test have therefore shown that financial decision-making in respect of Nigerian polytechnics and the National Board for Technical Education usual include officials of these two categories. This therefore satisfies the general requirement that decision making in modern organizations should be broad-based.

Hypothesis 1 (ii) which deals with the relationship between money received by the polytechnics and the financial crisis experience by the. This hypothesis showed an insignificant difference between the responses of the NBTE officials and those of polytechnic management staff. There was therefore no reason to reject the hypothesis. Both groups agreed that there is a relationship some-how between money received by the polytechnics and the financial crisis experienced by them. Though the magnitude of the relationship is not determined by this research work.

Hypothesis 1 (iii) shows that significant difference between the opinions of the NBTE officials and the polytechnic management staff as regards the relationship between the methods used in executing projects and buying equipment and materials for the departments and the extent of wastage of resources in polytechnics. The hypothesis was therefore rejected at 5% level of significance while one category of respondents generally agreed that the methods of executing projects buying equipment and materials for the departments and the extent of wastage of resources in polytechnics gave rise to the financial crisis experienced by them, the other category on the other hand did not share this view.

Hypothesis 1 (iv) was accepted at 5% significance level chi-square test was used as well. This hypothesis deals with the relationship between the level of training and the experience of accounting officers and the financial crisis in Nigerian polytechnics. The NBTE officials and the polytechnic management staff share the same view as regards the hypothesis. If this view is considered on a general term, one would note that, the level of training or the extent of training of any individual in life matters much to his productivity and effectiveness in his field of endeavor. If the accounting officers are well trained, it is expected that less or none of these financial crises will be experienced by Nigerian polytechnics.

Hypothesis 1 (v) is about the relationship between the degree of financial accountability and financial crisis in Nigerian polytechnics. The NBTE officials and the polytechnic management

staff show a comparatively different view to the above hypothesis, as a result on the hypothesis that there was no significant difference using chi-square test of association. S against the feelings that one may seem to agree on a national ground that there should be no significant difference between the degree or financial accountability and financial crisis it was found out from the test that while the NBTE officials believe in one part that there is significant difference, the polytechnic management staff on the other hand believed there should be no significant difference between them.

Hypothesis 1 (vi) reveals a significant difference between the opinions o the NBTE officials and the polytechnic management staff on the relationship between management of fund and financial crisis in Nigerian polytechnics. The null hypothesis was therefore rejected. From the data analysis, a large number of the polytechnic management staff believes that a relationship exists between management of fund and financial crisis in Nigerian polytechnics while on the other hand, a larger number of the NBTE officials believed on the contrary. This was therefore led to rejection of the null hypothesis.

Hypothesis 2 is also rejected; it thus reveals there is exist significant difference between the opinions of NBTE officials and the polytechnic management staff about the method of project execution and the extent of management of fund with regards to the financial crisis in the Nigerian polytechnics. The responses of these two categories of respondents are not uniform. As the larger number of the polytechnic management staff agreed the view, a larger number among the NBTE official disagreed with that view thus leading to the rejection of the hypothesis. There is therefore a disparity in the views shared by those two categories.

This study intends to use the work of Asma'u Abdulkadir as an empirical study. The title of the work is "Assessment of Budgetary Processes and Financial Crisis in Federal Polytechnics in Nigeria.The study was carried out in 2007.The population for this study consists of respondents such as Polytechnics financial management staff, and the financial officers of the NBTE. A questionnaire titled "Budgetary Processes and Financial Crisis in the Federal

Polytechnics in Nigeria" was used to collect data from the respondents. The Research covered all the 17 Federal Polytechnics in Nigeria. The Respondents were all the Rectors of the seventeen (17) Federal Polytechnics, all the Bursars of the 17 Federal Polytechnics, 68 Directors/Heads of Unit of the Polytechnics, 51 Principal Financial Officers of the Federal Polytechnics, The executive Secretary, Director Finance and Supply, and four other Financial Managers at the National Board for Technical Education (NBTE). These categories of respondents were selected because of their involvement in determining and implementing financial policies in the Polytechnics. Their responses would therefore, be of benefit to this research due to their experiences in the financial planning processes in the Polytechnics. The researcher used all the seventeen (17) Federal Polytechnics in Nigeria because the population is not too large for coverage.

The researcher used descriptive analysis which is concerned with information gathered on demographic items and such had been tabulated using mean, standard deviation and percentages. The data was tabulated in frequencies and later converted to percentages. The percentages were subsequently subjected to statistical testing using Analysis of Variance (ANOVA) selected to be the most appropriate test for this research. This is because it gave the best results for finding difference between two or more variables. The results from the tests were presented, analyzed and discussed. Similarly, the interpretation and inferences were made. All the hypotheses have been tested using ANOVA at 0.5 level of significance. This was based on the assumption that the variables in these hypotheses were normally distributed and the data collected was considered on a ration scale.

From the findings, there was no surplus of funds at the end of a budget year. This indicated that the funds allocated to Federal Polytechnics were not adequate because there was no surplus at the end of the year and this could bring about financial crisis especially in the following year when grants had not been released.

The Federal Government was allocating funds based on the date of establishment of some Polytechnics some were getting their allocation not based on the date of their establishments but on other factors. It was also found out that grants from the Federal Government were not allocated equally to the Polytechnics. This showed that there were other factors, which the Federal Government/ NBTE considered in the disbursement of funds to Federal Polytechnics. The revenue generated from each of the Polytechnics was used to supplement the Federal Government grants. This made it easier for some of the Polytechnics to carry out their activities smoothly even if the grants had not been released on time. It was however; found that the revenue generated was not used for other units not catered for by the budgetary provision form the Federal Government. This could be due to the fact that most of the units were being catered for in the budgets. It was noted that the revenues collected were also budgeted for and were included in such budgets, in almost all the units. In some Polytechnics, the surplus for such budgets were not scrutinized by the Federal Government/NBTE before expenditure was incurred. This could bring about financial crisis and misappropriation of funds. It was discovered that the money internally generated in the Federal Polytechnics was inadequate to supplement the Federal Government grants. This could be due to the shortage of revenue generation avenues in some Polytechnics.

A research was carried out by Olokoba Abdullahi Ayinla. The title of the work is “Impact of Funding on the Provision and Management of Student’s Welfare Services in Colleges of Legal and Islamic Studies. The study was conducted in 2014.The Population of this study comprised staff and students of all 23 Colleges of Legal and Islamic Studies in Nigeria and some staff of the state Ministry of Education also in Nigeria. The groups of respondents that were involved in this study include a total of 36 Principal officials, 60 Deans of Schools, 180 Head of Departments, 3,600 students of these Colleges and 240 staff of state Ministry of Education, this represents the total number of 4,116 respondents.

The selection of respondents was done randomly based on the six geo-political zones in Nigeria and proprietorship; there are 23 Colleges of Legal and Islamic Studies. In each zone, 2 Colleges of Legal and Islamic Studies were randomly selected, making 12 Colleges from the available 23 Colleges which is 50% of the entire Population.In each of the selected institutions, staff and students were used as well as some selected staff of State Ministry of Education as the respondents for this study. In the selection of staff, random sampling was adopted that is, the Provost, Registrar, Bursar, Deans and Head of Departments. This implies that 12 Provosts, Registrars, and Bursars of the selected institutions were used as respondents which are equal to 36 in numbers. Then, 5 Deans from the 12 selected institutions which are 60 in number and also 15 HODs from each institution, making total number of 180 from 12 selected Colleges.In addition, 20 staff of State Ministry of Education of each selected state were considered, making total of 240. Selection of students was based on the 5 schools and Departments available in each institution. This implies that in each institution, 300 students were sampled. Therefore, for this study, 3,600 students were sampled. This hereby amounts to a total of four thousand, one hundred and sixteen participants (4,116).

Since the study focuses on the Colleges of Legal and Islamic Studies in Nigeria two Colleges were selected from each geo-political zone. The geo-political zones that were used in this study are North-East, North-Central, North-West, South-South, South-West and South-East. The selectedColleges were also limited to those that have been established for than five years. The conclusion drawn from them can be applied to other Colleges.For the purpose of data analysis, the one-way Analysis of Variance (ANOVA) and Duncan Multiple Range Test were used to test the null hypothesis at 0.05 level of significance so as to determine whether or not the responses of the subject on the variable are related and to determine whether or not each group differs significantly in their opinions. ANOVA was used to determine the significant of two or more groups. ANOVA is most useful where differences among more

than two means are to be found. Operations for finding the means differences in three, four or more groups which normally would take multiple t-test will take ANOVA only on single operation. It is therefore a procedure for simultaneously testing the differences between several groups while Duncan Multiple Range was also used to determine the level of degree of differences in the opinions of the respondents. Other statistical measurements also used to present the data include frequency distribution, mean computation and percentages.

The following Findings were arrived at from this study. The first finding reveals that there was a significant difference in the opinion of stakeholders on funding on the provision of and management of health services in the Colleges of Legal and Islamic Studies in Nigeria. The study also reveals that most of the financial allocation budgeted for those colleges was only contained on the white papers through the media and this never get to the colleges forces the provost to rely on internal generated revenue of the colleges. It was discovered that there was a significant difference in the opinions of stakeholders on funding on provision and management of accommodation services provided in the Colleges of Legal and Islamic Studies in Nigeria. The finding also showed that insufficient fund affects the recruitment of qualified and educated personnel to handle security unit of the colleges. This affects the safety of the college in the hand of intruders or outsiders who enjoy free movement within the campus. Inadequate funding also affects the training and re-training as well as employment of competent staff in the area of security. It was also found that inadequate funding affects the renovation of the collapsed facilities in the Colleges because most of the buildings available in Colleges are unsuitable for students' relaxation due to inadequate or attitudes of the users to regularly maintain, repair and non-replacement of obsolete facilities. The finding also revealed that inadequate affects the training and re-training of staff to enhance productivity in the moulding of individual students.

A study was carried out by Dayu Sunday Bashi. The title of the work is "Perceptions of Stakeholders on the impact on the Management of Public Secondary Schools in Nigeria.The

Population of this study was made up, of all Government owned Secondary Schools in Nigeria. The groups of respondents that were involved in this research include a total of 18238 Principals, 7056 Ministry of Education officials and a total of 270,650 teachers. This represents the total of 295,944 respondents.

Table 56: Total Number of Respondents

S/NO	NAME OF RESPONDENTS	POPULATION
	Principals	18,238
	Teachers	270,650
	Ministry Officials	7,056
	Total Population of the Study	**295,944**

This study used the stratified random sampling. Random sampling was also applied; this was to give every state a chance of being selected.Nigeria has 36 States and the Federal Capital Territory with (6) six geo-political zones. The researcher decided to randomly select and study 2 (two) States in each of the geo-political zone giving us 12 (twelve) States with the Federal Capital Territory selected as a State. This gave a total of 13 States, so as to have a fair of representation of the entire population. This was in line with the recommendation made by Roscoe (1969) in Machibi (2000) that 30% of total population can be used as a sample for study. The zones, States, sampled State Ministry of Education and sampled Schools are shown in the table below:

Table 57: Geo-Political zone according to states, sample state ministries and schools

Geo-political zone of Educational officials	State in the two states	Sampled state Ministries	Sampled schools
1. North-Western	Sokoto, Zamfara, kebbi Kaduna, Katsina, Kano and Jigawa.	Katsina, Kaduna	20
2. North-Central	Kwara, Kogi, Plateau Nasarawa, Benue and Niger.	Plateau, Kogi	20
3. North-East	Taraba, Adamawa, Borno Yobe, Gombe and Bauchi	Bauchi, Gombe	20
4. South-East	Anambra, Enugu, Ebonyi Imo and Abia	Enugu, Anambra	20
5. South-South	Edo, Delta, Rivers, Bayelsa Cross-Rivers & Akwa Ibom	Rivers, Akwa Ibom	20
6. South-West	Lagos, Ogun, Oyo, Osun Ondo and Ekiti	Oyo, Ekiti	20
7. FCT	Federal Capital Territory	Abuja	20

The States were randomly selected from each of the zones, after writing on pieces of paper names of each State according to zones. The method of Random Sampling according to Aderonmu (1986) is appropriate because of its objectivity in obtaining sample size. The names of selected States, sampled Ministry of Education officials, actual number of schools and sampled schools, actual number of schools and sampled principals, actual numbers of teachers and sampled teachers are reflected on the table below:

Table 58: Total and Sampled Respondents

Sampled States	Sampled Ministries	Total number	Sampled Schools	Total number of	Sampled	Total number	Sampled
officials	of schools	of Principals	principals	of teachers	teachers		
Katsina	5	774	10	774	10	2,899	70
Kaduna	5	124410		1246	10	9,188	70
Plateau	5	1196	10	1196	10	6,193	70
Kwara	5	992	10	992	10	7,380	70
Bauchi	5	788	10	788	10	1,980	70
Gombe	5	471	10	471	10	2,943	70
Enugu	5	898	10	898	10	6,083	70
Anmabra	5	904	10	904	10	8,570	70
Rivers	5	1,066	10	1,066	10	9,389	70
Akwa Ibom	5	1,009	10	1,009	10	7,939	70
Oyo	5	1,929	10	1,929	10	12,482	70
Ekiti	5	1,539	10	1,539	10	9,118	70
Abuja	5	609	10	609	10	6,668	70
TOTAL	**65**	**13,360**	**130**	**13,360**	**130**	**91,032**	**910**

The data obtained from the questionnaire was analysed and interpreted using descriptive statistics of frequency and simple percentages to answer research questions. To test the hypotheses, the parametric statistics of one-way Analysis of Variance (ANOVA) at a critical level of 0.05 level of significance was used. This is line with Borg and Gall (1989) assessment; that analysis of variance is used to determine whether the groups under study differ significantly or not in their perceptions. Also Best states (1981) that the use of 0.05 level of significance is considered very appropriate for studies in arts, Social Science and Education. The Scheffes and LSD test of multiple comparison were used to confirm or otherwise of

the ANOVA and also to determine the difference which particular group means differ significantly from one another.

The findings of this study discovered that funds provided to principals for general and daily management of secondary schools was insufficient also two tier of budgets planning and implementation processes were adopted in the management of the allocation of funds to secondary schools, one is prepared by the finance committee of the schools and the other by Planning, Statistics and Research Department of the Ministry of Education. It also revealed that there were inherent loopholes in the planning and implementation of curriculum content, student academic and welfare services, teacher deployment, provision of infrastructure, instructional facilities, monitoring, supervision and evaluation of school programmes and administrative lapses. It was discovered that insufficient funds affect regular opportunities for professional development for teachers and Principals and also majority of principals and teachers are not computer compliance. On student academic and welfare services, the finding depicted that most students' academic and welfare services were organized and provided by the school, similarly principal provide facilities for games and sports, clubs and societies.

Finally, on the impact of other sources of funding outside government funding, the findings revealed that parents pay for every aspect of their children education. Similarly, C.B.Os, NGOs, PTA and old students contribute immensely to funding secondary education , so also international development partners such as World Bank, Commonwealth, Unique, USAID, UNESCO and JICA, both multilateral and bilateral have contributed financially to development of secondary education.

2.23 Summary

This chapter examines the values of previous researchers, it covers: Conceptual and theoretical framework. This study intends to use the African Political Economy (APE) model and the Resource Dependence Theory. The African Political Economy provides a partial explanation for the behaviour of universities in times of critical funding challenges (Aina, 2007, Wangengen-Ouma et al, 2008). Funding and human resource development in Nigerian universities. Staff development can be seen as an aspect that embraces much more than in service education as is usually opined by some scholars. Perhaps this assertion may have its base on the fact that organisations have been trapped into engaging their employees in continuing education beyond the normal sequence of Schools and Colleges for quite sometimes.

Funding and research development in Nigerian universities. Education in general and Higher education in particular are fundamental to the construction of a knowledge economy and society (Saint et al, 2003). The universities are charged with the creation of knowledge and it is of their primary mandates, in creating knowledge, a lot of research has to be taken by universities and research Centres. Funding and the provision of infrastructural facilities in Nigerian universities. According to Aminu (1986) and Ade-Ajayi(2003). Funding has a crucial role to play on quality of academic programmes. In the same vein, Hallak (1977), Aghenta (1993) Adeyemi and Igbineweka (2000) emphasizes the different categories of physical facilities on the quality of academic programmes. These Scholars according to their views inadequacy of any category of these physical facilities could lead to overcrowding, stress, unruly behavior, distractions and gradual decay of symbolic things that help pattern human behavior. When these infrastructural facilities are inadequate teaching and learning is impaired. This implies that the quality of academic programmes is adversely affected.

Funding and the provision of instructional materials in Nigerian UniversitiesThere was a study carried out by Jekayinka (1993), Suleiman and Atiku (1997), and Ajayi and Ayodele (2001), proved that, adequate supply of instructional resources has significant

effects on students' performance and enhances the effectiveness of instructional delivery and supervision. According to Uzeegbu Nbadibe and Anulobi (2013) posited that, seeing, touching and listening which are characteristics of instructional materials are gateways of human learning in this 21st century. On their part Aramide and Bolarinwa (2010) opine that instructional materials have the potential for enhancing student's learning its role in teaching and learning is one of the most and also widely discussed issues in contemporary education policy. Education in this age according to them has become widespread and as such, exclusively oral teaching cannot be the key to successful pedagogy.

Funding on staffing-quality and quantity Major problems universities in Nigeria faced in the last 30 years have included incessant strikes by teaching and non-teaching staff. The agitations have been for better conditions of service and improved infrastructures. Over the years, the hitherto mutual co-existence and respect for each other's profession enjoyed in the 60s and 70s diminished. This, in addition to the recent introduction of differential salary scales has created a tendency towards polarization of the university staff markedly into academic/non-teaching staff Levinson (2008); Fatunde (1995); Makanjuola (2008). On the other hand, with increase in knowledge driven, economy, the private sector has been seriously competing with institutions of higher learning for man power. Consequently, there has been a reduction in the ability of the universities to attract and retain top graduating students. Over the years, the relatively poor university salary structure caused some of the best candidates from the universities to drift to industries and the universities had no option than to recruit or incorporate less brilliant but qualified applicants at their disposal. Furthermore, the passion for choice of lecturing as a career in the university by the best/first class graduates in the past has been eroded by the love for money which is now widely embraced in the country Utile (2008) Ogu (2008). The general problem in Nigerian Universities Today Shortage of academic Staff that is unavailability of academic staff in the required quantity. The university visited revealed that the shortage of staff is to the extent

that advertisements were placed for some courses but there was no response (i.e there will be no applicant) especially in certain departments. It also focuses on brief description of Nigerian higher education system, which is composed of universities, polytechnics, collages of education and professional/specialized institutions.

The literature review covers areas such as university management in Nigeria, from two different dimensions: External and internal management systems. At the former, the universities are controlled by the federal government through the National University Commission (NUC). Whereas at the latter, the system is controlled by a simple organogram from the Visitor, who the head of state or is usually in the case of state universities the governors of the respective states; followed by the chancellor, who is the titular head of the university. At the ape of the management structure, within each university is the governing council headed by the pro-chancellor. The senate is headed by the vice-chancellor, having registrar as the secretary. The universities in Nigeria are run through committee systems, which are either responsible to the council or the senate.

In financing, higher education in Nigeria, the Federal government controls and allocates funds to federal institutions through its various organs, which includes Federal ministry of education, and National Universities Commission (NUC). These bodies also prescribe the spending formula to these institutions; for funding and its utilizations in these institutions are central to effective management of the system. It also covers areas such as, System of Governance and Management of High Education Institutions at the National Level, Problems of University Management in Nigeria, Historical Development of University Education in Nigeria, Financing Higher Education in Nigeria, Problems of Funding and utilization in tertiary institutions in Nigeria, Tertiary Education Trust Fund (TETFund), Internationalization of Nigerian Universities.It also covers the historical background of Ahmadu Bello University Zaria from its modest inception 1963 to 1975 when it was taken as federal institution. Finally, Empirical studies of five relevant research works on funding and financing of

University education in Nigeria.The review also covers empirical studies. Five relevant researches that are relevant to this study were reviewed these include; A study carried out by Aliyu Muslimat Asake will be used in this study as number one empirical study. The title of the work is Assessment of the Impact of Funds Allocated to Federal Universities in Nigeria (2005-2009). The Research was conducted in 2012.

The empirical study of this research is the work of Ade Ojo Moses I. The title of the work is "A Study of Financial Management, Control and Crisis of Nigerian Federal Polytechnics". The research was conducted in 2003. This study intends to use the work of Asma'u Abdulkadir as an empirical study. The title of the work is "Assessment of Budgetary Processes and Financial Crisis in Federal Polytechnics in Nigeria.The study was carried out in 2007.

A research was carried out by Olokoba Abdullahi Ayinla. The title of the work is "Impact of Funding on the Provision and Management of Student's Welfare Services in Colleges of Legal and Islamic Studies. The study was conducted in 2014.

A study was carried out by Dayu Sunday Bashi. The title of the work is "Perceptions of Stakeholders on the impact on the Management of Public Secondary Schools in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research procedure of this study, in an attempt to examine Perception of of Stakeholders on fun ding and Management of Federal Universities in Nigeria. The procedure includes the research design of the study, population, sampling and sampling techniques, research instruments for data collection, validity and reliability of the instruments, result of pilot study, and administration of the instrument and methods of data analysis.

3.2 Research Design

This study is survey in nature as it deals with number of persons and it describes population characteristics of an unbiased sample. This research design allows the assessment of phenomenon among naturally occurring variables, through a process of selecting a subset of a population to represent the population as a whole (Shaughnessy, Zechmeister, and Zesmeister, 2003). Furthermore, it can be used to obtain information about people's thoughts, feelings, attitudes and opinions. According to Agber (2003) this design is concerned with finding, describing and interpreting "what is" put more succinctly, the design is also concerned with the conditions or relationship that exists, practices that prevails, as well as point of view and attitudes that are being felt. This design was chosen because it enables the researcher to conduct the study in actual setting without manipulation of subjects. It was also suitable in securing relevant information from the respondents using questionnaire and inventories.With this approach, the researcher will be able to obtain data for the purpose of testing the hypotheses as well as answering the research questions related to the impact of Funding on Management of universities North-western zone in Nigeria.

3.3 Population

The entire staff of universities in Nigeria both academic and non-academic staff constituted the population of this study. According to Olaofe (2010) population can be define as the entire area or the total number a researcher is expected to cover. The target Population is the one from which the research ultimately wants to generalized the results. The total number of both academic and non-academic staff in universities in Nigeria is 99,464 (Shu'ara, 2010).

Table 59:Universities-Academic/Non-Academic Staff

Academic Staff	**Total**
Professor/Reader	5,483 (20%)
Senior Lecturer	6,475 (23.6%)
Lecturer 1 and Below	15,436 (56.4%)
Total	**27,394**
Non-Teaching Staff	
Senior Non-Academic	30,275 (42%)
Junior	41,715 (58%)
Total	**72,070**
Grand Total A Staff	**99,464**

Source: Shu'ara (2010)

3.4 Sample and Sampling Technique

Considering the number of staffs in universities in Nigeria, the sample size for this study is 383 respondents. The choice of the sample size is based on the recommendation of Research Advisers (2006). According to Research Advisers when population is 100,000, 383 would be enough for the conclusion. 30% out 75 of the existing faculties, institutes and research centers in the selected universities were selected from the target population using Kreijcie and Morgan (1970) Bosioe and Aderunmu (1985) that recommended 30% to

accommodate any statistical analysis and conclusion. Stratified sampling technique was adopted in selecting respondents for this study, in other words the existing strata of academic and non-academic staff was used, where each member of the population stands equal and independent chance to be selected. Consequently, within the existing strata thirty percent each from academic and non-academic staff which include Vice Chancelorss, Deputy Vice Chancelors Administration, Bursary officials, Deans, Head of Departments and other senior staff would be selected across all the administrative organs of the selected universities in Nigeria.The sample size:

Table 60: Sample of Respondents Selected for the Study

S/N	Institution (University)	Zone	Academic Staff	Non-Acad	Sampled Selected
1.	Ahmadu Bello University, Zaria	N/W	50	30	80
2.	University of Ibadan, Ibadan	S/W	50	25	70
3.	University of Abuja	N/C	30	21	51
4.	Nnamdi Azikwe University, Akwa	S/E	30	22	52
5.	University of Benin	S/S	40	30	70
6.	ATBU, Bauchi	N/E	35	20	60
	Total		**235**	**148**	**383**

According to table 49 six universities were purposively selected each representing six geo-political zones in Nigeria. The Universities selected comprises five federal universitities and one specialized university.

3.5 Instrumentation

A structured questionnaire known as Funding and Management of Universities (FAMU2017) was used for collecting data in this study. It was designed by the researcher based on the issues contained in the research questions and the hypotheses. This is in line with the

opinions of Best and khan (1995) who posited that a questionnaire is used when factual information is desired to gather data and responses. The statement contained in the sections wasdesigned to elicit responses from the respondents on the influence of Funding on management of Federal UniversitiesNigeria from 2011-2017. The questionnaire wasalso backed up by personal observations by the researcher of the situation under study. According to Akinsanya (1987), when two or more different reliable methods of data collection are used in a study, more facts are revealed which might elude each of the instruments when used separately.However, the Likert five-point rating scale (Closed-ended) which allows respondents to indicate their agrrement with the items on the questionnaire in the sampled universities was used. For the purpose of recognizing the significance of respondents' responsesthe weighing of point allocated between 5 and 1. Section 'Two' of FAMU 2017 consists of 5 segrments. The segments sought the opinions of respondents in the following areas:Funding and Staff Development Funding and Research development, Funding and provision of infrastructural facilitiesFunding and provision of instructional materialsFunding and Staffing.

There are fifty-seven items in the questinnaire

To complete the mean x the Likert scale items were assigned points as follows:

a. Strongly agree (SA) 5 points

b. Agree (A) 4 points

c. Undecided (U) 3 points

d. Disagree (D) 2 points

e. Strongly Disagree (SD) 1 point

3.5.1 Validity of the Instrument

In order to ensure that the questionnaire would be effective in gathering adequate and relevant information i.e. its validity for the study, the questionnaire wasgiven to the researcher's supervisors and other education experts whochecked the content validity of the

questionnaire. They recommended that the instrument is valid for data collection for the study.

3.5.2`Pilot Study

To ascertain the reliability of the Instrument the researcher embarked on a Pilot study in Sokoto State University. Forty (40) copies of the questionnaire were administered to staff in one faculty (Faculty of Education). The data collected were subjected to reliability test using the SPSS Computer Package.From the returned/completed questionnaire it can be seen that all the questions were responded to. This must not be unconnected with the fact that the language of the instrument is simple. The questions themselves brought no stress to bear on the respondents only a tick against the column of their choice.

3.5.3 Reliability of the Instrument

To determine the reliability of the instrument a pilot study was carried out to test thesuitabilityof the instrument.In determining the reliability Coefficient (r) level of the instrument, the split-half method wasused with the help of SPSS. The consistency of the items was estimated. The level of consistency is .892 using Spearman-Brown Coefficient as a test. From the foregoing, it would be realized that the significance of the reliability coefficient is positive or otherwise. Once again, it was concluded that the instrument is suitable, reliable and valid for use as an instrument for data collection.

3.6 Administration of the Instrument

The administration of the instrument by the researcher in this Study was donethrough personal visitation to the respective departments and faculties. In some cases,were it is not possible for the researcher to do this alone, a reliable research assistant (s)resident in the area was used. However, in either case, the administration of the instrument waseffected through a face to face interaction between the respondents and the researcher (or his assistant) to ensure 100 percent return and to clarify any item that may not be understood

by the respondents. In all cases, the researcher tookcopies of the Questionnaires to respective destinations or target and went back to collect them personally at an agreed date. This has ensured more reliability and promptreturn of the questionnaire.

3.7 Methods of Data Analysis

Frequency distribution of responses was used to get the perception of respondents on funding and management of Universities in Nigeria. The t-test wasused to test the null Hypotheses at 0.05 level of significance. The t-test assesses whether the means of two groups are *statistically* different from each other. This analysis is appropriate whenever you want to compare the means of two groups. A *statistically significant*t-test result is one in which a difference between two groups is unlikely to have occurred because the sample happened to be atypical. Statistical significance is determined by the size of the difference between the group averages, the sample size, and the standard deviations of the groups. For practical purposes, statistical significance suggests that the two larger populations from which we sample are "actually" different (Asika, 2010).In general, all the null hypotheses of the study were tested using the t-test as a tool. The significant level of the statistics wasplaced at 0.05 that is to mean five percent (5%) probability of committing type 1 error which represents a rejection of a hypothesis that is actually true. The use of this level of significance is considered most valued for studies that are related to Arts, Social Sciences and Education (Best, 1981). This is so because in these areas there are enough rooms for the emergence of diverse opinions over an issue or a phenomenon. The mean of the responses for each questionnaire item was determined for the purpose of forming a basis for drawing conclusion. The mean here, refers to the mean scores obtained from responses among the respondents to the particular questionnaire item. To complete the mean x the Likert scale items were assigned points as follows:

a. Strongly agree (SA) 5 points

b. Agree (A) 4 points

c.	Undecided	(U)	3 points
d.	Disagree	(D)	2 points
e.	Strongly Disagree	(SD)	1 point

The mean x was computed using the formula as stated by Nworgu (1981).

$$X = \frac{(f \times 5) + (f \times 4) + (f \times 3) + (f \times 2) + (f \times 1)}{n}$$

Where x = Mean of the scores

f = frequency of respondents for each response category

n = Number of respondents

Each mean was interpreted in relation to real limits of codes used in the instrument for data collection. The hypotheses formulated were tested using the "t-test" for large independent sample at 0.05 level of probability. For hypothesis testing, if the obtained value is greater than the critical value the null hypothesis would be rejected.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISSCUSSION OF DATA

4.1 Introduction

The chapter dealt with results which are the interpretation of findings of the study. It contains statistical tests that were selected from both inferential and descriptive techniques and the data obtained was presented in tabular form.Data were presented, analyzed and discussed according to issues raised in chapter one. These issues are:Adequacy and availability of funds and improvement of staff development in universities in Nigeria.Funding and its influence on research development in universities in Nigeria.Proportion of adequate funding and the provision of infrastructural facilities in universities in Nigeria. Funding and the provision of instructional materials and equipmentin universities in Nigeria.Funding and staffingin universities in Nigeria.

4.2 Funding and Staff Development in Federal Universities in the Nigeria

This section deals with the responses obtained from items 1-10. The items relate to the questions on funding and improvement of staff development in universities in Nigeria, the responses of the respondents as regards to this issue are analyzed and presented by means of frequencies and percentages in table 61.

Table 61: Opinions of Respondents on funding and Staff Development in Universities in Nigeria

S/N	Item Statement	SA	A	UD	DSD	Total
1.	Funds judiciously used	21(5%)	62(16.1%)	89(23.3%)	152(39.6%)	59(15.4%) 383(100)
2.	Funds used for in-service Locally	38(9.91%)	62(16.1%)	82(21.4%)	183(47.7%)	38(9.9%) 383(100)
3.	Funds used for in-service abroad	48(12.5%)	43(11.2%)	76(19.8%)	162(42.2%)	54(14%) 383(100)
4.	Worhshops/Conferences Sponsored	32(8.3%)	56(14.6%)	66(17.2%	153(39.9%)	77(20.1%) 383(100)
5.	Skills acquisition sponsored	39(10.1%)	105(27.1%)	62(16.1%)	120(31.3%)	57(14.8%) 383(100)
6.	Sbbatical granted when due	11(2.8%)	13(3.3%)	80(20.8%)	194(50.6%)	85(22.1%) 383(100)
7.	ICT W/ & Compt/L Sponsored	30(7.8%)	108(28.1%)	63(16.4%)	127(33.1%)	56(14.6%) 383(100)
8.	O/S Conferenses sponsored regularly	44(11.4%)	100(26.1%)	59(15.4%)	141(36.8%)	30(7.8%)383(100
9.	Funds for on the Job training	33(8%)	78(20.3%)	115(30%)	113(29.5%)	46(12%) 383 (100)
10.	Funds for Org. Membership	37(9.6%)	121(31.5%)	103(26.8%)	86(22.4%)	36(9.3%) 383(100)

From Table 61 it could be noticed that 83 respondents representing 2.5 percent in item 1 are of the view that fund allocated to Universities in Nigeria is judiciously used while total of 89 respondents representing 23.2 percent did not express their opinions probably due to lack of interest or knowledge on the subject matter while 211 respondents representing 55 percent in one form are of the view that fund allocated to the address every of aspect of the university development to achieve the desired objective of higher in Nigeria.

Out of the total respondents in 2, 67 respondents representing 44.66 percent agreed in one form or the other (strongly agreed and agreed) are of the view that fund is used judiciously for in service training locally.

A total of 38 respondents representing 25.34 did not express their opinions probably due to lack of interest or knowledge on the subject matter while 45 respondents representing 30 percent of staff Universities in Nigeria disagreed in one form or the other (disagreed or strongly disagreed) with the general perception that fund is not judiciously used for service training locally to staff in Universities in Nigeria.If one considers the views of these

respondents, it could be deduced that staff in Universities in Nigeria enjoy sponsorship for in service training locally this is in line with staff development in the university.

A total of 52 respondents representing 34.66 percent in item 3 agreed in one form or the other form (agree or strongly agree) that available fund in Universities in Nigeria is judiciously used for in service training abroad.A total of 46 percent representing 30.67 percent did not express their opinions due to lack of interest or knowledge on the subject matter. While 52 representing 34.67 disagree in one form or the other (disagree or strongly disagree). From the above frequencies and percentages, one will consider that there is a consequence of percentages between those that agreed and those that disagree this indicate that due the level of using available fund for in service training abroad to staff in Universities in Nigeria if minimal. Going by this there should be or the management of Universities in Nigeria has to re-address their issue for the attainment of its objectives.In item 4 a total of 58 respondents representing 38.66 percent agreed in one form or the other (agree or strongly disagree) that staff in Universities in Nigeria enjoy sponsorship to al workshop and conferences regularly.From the above frequencies one considers the view that staffs in Universities in Nigeria enjoy sponsorship to local workshops and conferences not regularly.In item 5 a total of 54 respondents representing 35.99 percent agreed in one form or the other (agreed or strongly agreed) that staff in Universities in Nigeria enjoy sponsorship to acquire relevant skills as at when due.

If one considers respondents' views on this item one will find out that there is need for sufficient fund in this direction in order to meet-up with the latest technology in acquiring relevant skills by the staff in order to be up to date with the concern staff development.In item 6 the generality of respondents totaling 125 representing 83.33 percent agreed in one form or the other (strongly agreed or agreed) that sabbatical are granted when all conditions are satisfied.

A total of 23 respondents representing 15.33 did not express their opinions due to lack of interest or knowledge on the subject matter, while only 2 respondents representing 1.34 percent disagree with this view.From the above frequencies and percentages, one will find out that academicians in Universities in Nigeria are always granted sabbatical as for as they fulfill all the required conditions for the leave.

In item 7, a total of 59 respondents representing 39.33 percent agreed in one form or the other (strongly agree or agree) that workshops on ICT is sponsored for all staff that need the acquisition of 33 respondents representing 22 percent did not express their opinions due to lack of interest or knowledge on the subject matter, while 58 respondents representing 38.67 percent disagree in one form or the other (disagreed or strongly disagreed) with the view.

If one considers respondents' views on this item he will finds out that the issue of ICT and computer literacy programmes to staff is to be be re address by the management of Universities in Nigeria if education goals and objectives are to be realized based on the new ways of higher education development.

In item 7, a total of 41 respondents representing 27.33 percent agreed in one form or the other (agreed or strongly agreed) that Universities in Nigeria sponsors staff to overseas conferences regularly.A total of 33 respondents did not express their opinions due to lack of interest or knowledge on the subject matter, while 76 respondents representing 50.67 percent (disagreed or strongly disagreed) with the view.From the above frequencies and percentages, one will find out the there is need to re address the issue of sponsoring staff to overseas conferences as this collaboration and exchanging views without other overseas participants will add grease to their elbows to come home and apply what they gained her in their home country.

In item 8, a total of 64 respondents representing 42.66 agreed in one form or the other (strongly agreed or agreed) with the perception that fund is judiciously used for on the job

training in Universities in Nigeria.A total of 44 respondents representing 29.34 did not express their opinions due to lack of interest or knowledge on the subject-matter. While 42 respondents representing 28 percent (disagreed or strongly disagreed) with this view.If one considers respondents' views on this item one will finds out that fund is judiciously used for on the job training to staff in Universities in Nigeria.

In item 9, a total of 56 respondents representing 37.33 percent agreed in one form or the other (disagreed or strongly disagreed) with perception that fund is judiciously used in Universities in Nigeria to motivate staff to maintain membership of the organization.A total of 49 respondents, representing 32.66, did not express their opinions due to lack of interest or knowledge on the subject matter, while 45 respondents representing 30.01 percent disagree in one form or the other (disagreed or strongly disagreed) with this view.From the above frequencies and percentages, one will find out there is need from the management of Universities in Nigeria to re address the issue of motivation and welfare of its staff as this will encourage them to maintain the membership of the organization.

4.3Funding and Its Influence on Research Development in Universities in Nigeria

This section deals with responses obtained for items 11-21. The items relate to the questions on funding and research development in Universities in Nigeria. The responses of the respondents as regards to this issue are analyzed by means of frequencies and percentages in table 62.

Table 62: Opinions of Respondents on Funding and Research Development in Universities in Nigeria

S/N	Item Statement	SA	A	UD	D	SD	Total
1.	Funds judiciously used for Research	30(7.8%)	72(18.8%)	71(18.5%)	141(36.8%)	69(18%)	383(100)
2.	R/Insti. Enjoy adequate funding	22(5.7%)	127(33.2)	86(22.5%)	94(24.5%)	54(14.1%)	383(100)
3.	Researches for Publc consumption	14(4.1%)	122(31.9%)	119(31.1%)	66(17.2%)	32(8.4%)	383(100)
4.	Researchers enjoy sponsorship	32(8.4%)	93(24.3%)	84(21.9%)	141(36.8%)	33(8.6%)	383(100)
5.	Funds used for ICT Programmes	25(6.5%)	72(18.8%)	159(41.5%)	80(20.9%)	47(12.3%)	383(100)

6.	Funds used for Chemicals	21(5.5%)	84(21.9%)	153(39.9%)	99(25.8%)	26(6.8%) 383(100)
7.	Researchers enjoy Adq facilities/Equip	56(14.6%)	96(25.1%)	138(36%)	60(15.7%)	33(8.6%) 383(100)
8.	Reseaches are of INTL Standard	56(14.6%)	96(25.1%)	138(36%)	60(15.7%)	33(8.6%) 383(100)
9.	Funds to compliments Acad. Staff Effort	33(8.6%)	75(19.6%)	103(26.9%)	133(34.7%)	39(10.2%) 383(100)
10.	Researches Funded W/out Extern/Bodies	56(14.6%)	146(38.1%)	91(23.8%)	73(19.1%)	17(4.4%) 383(100)
11.	Research INSTs funded with Extern/Bodies	17(4.4%)	58(38.66%)	54(14.1%)	14(4.1%)	7(4%) 383(100)

From table 62, it could be noted that in item 11 102 respondents representing 26.6 percent are of the view that fund is used judiciously for research development in Universities in Nigeria.A total of 71 respondents representing 18.5 percent did not express their opinions due to lack of interest or knowledge on the subject-matter, while 210 respondents representing 54.8 percent (disagreed or strongly disagreed) with this view.If one considers the views of these respondents it could be deduced that available fund is used judiciously for research development in Nigerian Universities.

In item 12, a total of 149 respondents, representing 38.9 percent agreed in one form or the other (strongly agreed or agreed) with the perception that Nigerian University's research institutes development. A total of 86 respondents representing 22.5 percent did not express their opinions due to lack of interest or knowledge on the subject matter, while 149 respondents representing 38.6 percent disagree with the view.From the above frequencies and percentages, one will find out that researches in Universities reflects economic growth and national development due to the availability of funds for the gesture. In item 13, a total of 166 respondents, representing 43.4 percent, agreed that researches conducted in Universities in Nigeria are always ready for public consumption due to the availability of resources.A total of 119 respondents representing 31.1 percent did not express their opinions, while 98 respondents representing 25.6 disagree with the view.Considering the

opinion of these respondents it could be deduced that researches conducted in Universities in Nigeria are always ready foe public consumption as a result of availability of funds.

In item 14, a total of 125 respondents, representing 32.7 percent, agreed with the perception that researchers in Universities in Nigeria enjoy sponsorship to carry out with their activities.A total of a 84 respondents, representing 21.9 percent, did not express their opinions, while 174 respondents representing 45.4 percent disagreed with this view.

From the above frequencies and percentages, one will find out that research activities in Universities in Nigeria are taken care of with the available funds for the socio-economic development of our nation. In item 15, a total of 97 respondents, representing 25.3 percent, are of the view that fund is used judiciously for ICT programmes in the development of research in Universities in Nigeria.A total of 159 respondents, representing 41.5 percent, did not express their opinions, while 127 respondents representing 33.2 disagreed with this view.If one considers these views one will find out that ICT programmes in the development of research in Universities in Nigeria are taking care of with the available funds. In item 16 a total of 105 respondents, representing 27.4 percent, disagreed with the perception that chemicals in Universities in Nigeria research institutes are provided as required.A total of 153 respondents, representing 39.9 percent, did not express their opinions, while 125 respondents representing 32.6 disagreed with this view.

From the above frequencies and percentages on will find out that necessary chemicals are provided to Nigerian University's research institutes as required.In item 17, a total of 173 respondents, representing 45.2, are of the view that researches in Universities in Nigeria enjoy adequate provision of relevant facilities and equipment.A total of 105 respondents, representing 27.4 percent, did not express their opinions while 105 respondents representing 27.4 disagree with this view.If one considers these opinions one will find out that there is need for additional effort in terms of provision of relevant facilities and equipment to researching in Universities in Nigeria as this will have positive impact on

research development.In item 18 a total of 152 respondents, representing 39.7 percent, agreed with the perception that researches conducted in Universities in Nigeria using the available fund are based on international standard.A total of 138 respondents, representing 36.0 percent, did not express their opinions while 93 respondents representing 24.3 percent disagreed with this view.

From the above frequencies and percentages, one will find out that researches conducted in Universities in Nigeria are based on international standard in order to achieve the desired educational goals.In item 19 a total of 105 respondents, representing 28.2 percent, are of the view that fund is used judiciously to complement academic staff effort in research development in Universities in Nigeria.A total of 103 respondents, representing 26.9 percent, did not express their opinions while 172 respondents representing 44.9 percent disagreed with this view. If one considers these opinions one will find out that available fund is not used to complement and encourage academic staff effort in their research pursuit towards development of research in Universities in Nigeria.

In item 20 a total of 202 respondents, representing 52.7 percent, agreed with the opinion that researches in Universities are fully funded without the intervention of external bodies.A total of 91 respondents, representing 23.8 percent, did not express their opinions, while 90 respondents, representing 23.5 percent, disagreed with this view.From the above frequencies and percentages, one will find out that researches in Universities in Nigeria are not fully funded without the intervention of external bodies.A total of 105 respondents, representing 27.4 percent, did not express their opinions while 125 respondents, representing 32.6 percent, disagreed with this view.If one considers these opinions research institutes in Universities are fully funded with the help of external donors.

4.4 Funding and the Provision of Infrastructural Facilities in Universities in Nigeria

This section deals with the responses obtained from items 22-32. The items relate to the questions on funding and the provision of infrastructural facilities in Universities in Nigeria.

The responses of the respondents as regards to this issue are analyzed and presented by means of frequencies and percentages in table 62.

Table 63: Opinion of Respondents on Funding and Provision of Infrastructural Facilities in Universities in Nigeria

S/N	Item Statement	SA	A	UD	D	SD	Total
1.	Funds used for Infrastructurses	26(10.66%)	70(42.6%)	82(26%)	130(14.6%)	75(19.5%)	383(100)
2.	Conducive atmosphere for T/Learning	43(11.2%)	107(27.9%)	67(17.5%)	129(33.7%)	37(9.7%)	383(100)
3.	Funds for renovation/repairs	30(7.8%)	124(32.4%)	85(22.2%)	107(27.9%)	37(9.7%)	383(100)
4.	Funds to improve Physical Dev.	19(5%)	70(18.3%)	101(26.4%)	147(38.4%)	46(12%)	383(100)
5.	Office accommodation well equipped	62(16.2%)	87(21.4%)	114(29.8%)	38(9.9%)	38(9.9%)	383(100)
6.	Funds for Staff Accommodation facilities	88(23%)	133(34.7%)	78(20.4%)	58(15.1%)	26(6.8%)	383(100)
7.	Funds for Equipment/Failities	27(7%)	70(18.3%)	131(34.4%)	124(32.4%)	29(7.6%)	383(100)
8.	Students get accommodation	123(32.1%)	117(30.5%)	61(15.9%)	45(11.7%)	35(9.1%)	383(100)
9.	Funds for Theatres/Halla	40(10.4%)	64(16.7%)	91(23.8%)	146(38.1%)	42(11%)	383(100)
10.	Funds used for Playing grounds	49(12.8%)	119(31.1%)	134(35%)	46(12%)	35(9.1%)	383(100)
11.	Funds for capital Projects	50(13.1%)	72(18.8%)	95(24.8%)	131(34.2%)	35(9.1%)	383(100)

From table 63, it could be noted that in item 22 a total of 80 respondents representing 53.33 percent are of the view that fund is used judicious for the provision of infrastructural

facilities in Nigerian Universities.A total of 39 respondents representing 26 percent did no express their opinions while 31 respondents representing 20. 67 disagreed with the view. If one considers these opinions he will find out that majority of the respondents are of the opinion that available fund is used for the provision of infrastructural facilities in Universities in Nigeria but there is need for additional effort in this direction.In item 23 a total of 150 respondents representing 39.1 percent agreed that teaching learning process in Universities in Nigeria enjoy conducive atmosphere with physical facilities put in place where necessary.A total of 67 respondents representing 17.5 percent did not express their opinions, while 166 respondents representing 43.4 disagreed with the view.

From the above frequencies and percentages, one will find out that available fund is used to provide conducive atmosphere for teaching, learning process for the effective management of Universities in Nigeria, in item 24 a total of 154 respondents representing 40.2 are of the view that there is adequate fund to carry-out repairs as at when due in Universities in Nigeria.A total of 85 respondents representing 22.2 percent did not express their opinions, while 144 respondents representing 37.6 disagrees with the view.If one considers these views he will find out that there is need relational fund to carry-out repairs in Universities in Nigeria as at when due.In item 25 a total of 89 respondents representing 23.3 are of the view that fund is used judiciously for strategic planning to improve physical development in Nigerian Universities a total of 101 representing 26.4 percent did not express their opinion, while 193 respondents representing 50.4 percent disagreed with the view.

From the above frequencies and percentages, one will find out available fund is used for strategic planning for the improvement of physical development in Universities in Nigeria.In item 26 a total of 149 respondents representing 38.9 percent agreed with the perception that office accommodation facilities for staff in Universities in Nigeria are well equipped.A total of 82 respondents representing 21.4 did not express their options, while 152 respondents representing 39.7 disagreed with the view.From the above frequencies and

percentages, one will find out that accommodation facilities for staff Universities in Nigeria are not adequately provide.In item 27 a total of 97 respondents representing 25.3 percent agreed with the perception that Universities in Nigeria used the available fund for the provision for equipment and facilities to meet the increasing student's population in Nigerian Universities. For the efficient management of its operation.

A total of 124 respondents representing 32.4 percent did not express their opinion, while 31 respondents representing 8.1 percent disagreed with view.If one considers these options one will finds out that available fund is used for the provision of equipment and facilities for the efficient management of its operations.In item 28 a total of 249 representing 62.6 percent are of the view that all the students who need accommodation in Nigerian Universities get them.A total of 61 respondents representing 15.9 percent did not express their opinions, while 80 respondents representing 20.8 percent disagreed with the view.

From the above frequencies and percentage one will finds that there no adequate accommodation for students in Nigerian Universities, this shows that there is need for additional Hall of residences for students in Universities in Nigeria.In item 29 a total of 104 respondent representing 27.1 percent agreed with the perception that fund is used judiciously for expansion of Hall, theatres, facilities and equipment to meet the increasing student population in Universities in Nigeria.A total of 91 respondents representing 23.8 percent did not express their opinions while 188 respondents representing 49.1 percent disagree with the view. If one considers these responses, one will find out that there is need for expansion of hall, theatres, facilities equipment to meet the increasing student population in Universities in Nigeria. In item 30 a total of 168 respondents representing 43.9 percent area of the view that fund is used judiciously to address the issue of fast-delaying playing ground facilities and infrastructures in Universities in Nigeria. A total of 134 respondents representing 35.0 percent did not express their opinions, while a total of 81 respondents representing 21.1 percent disagreed with the view.

From the above frequencies and percentages, one will find out that, there is need to readdress the issue of fast-decaying playing ground facilities and infrastructures in for the development of sport activities in Nigerian Universities. In item 31 a total of 122 respondents representing 31.9 percent agreed with the view that adequate fund has been allocated to Universities in Nigeria for capital project. A total of 95 respondents representing 24.8 percent did not express their opinions, while 166 respondents representing 43.3 percent disagreed with the view. If one considers these responses one will finds out that there is inadequate funding in Universities in Nigeria for capital project.

4.5 Funding and the Provision of Instructional Materials in Universities in Nigeria

This section deals with the responses obtained for items 39-49. The items related to the question of funding and the provision of instructional materials. The responses of the respondents as regards to this issue are analyzed and presented by means of frequencies and percentages in table 63.

Table 64: Opinions of Respondents on Funding and the Provision of Instructional Materials in Universities in Nigeria

S/N	Item Statement	SA	A	UD	D	SD	Total
1.	Funds used for Instructional Materials	22(5.7%)	108(28.2%)	100(26.1%)	128(33.4%)	25(6.5%)	383(100)
2.	Lecturers get Available Instr/Materials	10(6.6%)	54(36%)	53(35.3%)	29(19.34%)	4(2.66%)	383(100)
3.	Funds for instr/Mater to cater for Enrol/Exp.	30(7.8%)	83(21.7%)	153(39.9%)	87(22.7%)	30(7.8%)	383(100)
4.	Funding from INTL Bodies for Instr/Mat.	29(7.6%)	86(22.5%)	152(39.7%)	91(23.8%)	25(6.5%)	383(100)
5.	Funds for ICT & Vitual Libraries	17(4.4)	67(17.5%)	94(24.5%)	151(39.4%)	54(14.1%)	383 (100)
6.	Funds for adequate books	18(4.7%)	107(27.9%)	89(23.2%)	119(31.1%)	50(13.1%)	383(100)
7.	Funds for adequate writing materials	22(5.7%)	57(14.9%)	63(16.4%)	174(45.4%)	67(17.5%)	383(100)
8.	Part of funds allocated for Instr/Materials	12(3.1%)	45(11.7%)	132(34.5%)	145(37.9%)	49(12.8%)	383(100)
9.	Funds for Inst/Materials increased	38(7.8%)	78(20.4%)	158(41.3%)	81(21.1%)	34(8.9%)	383(100)
10.	Funds for Staff Computers & Laptops	73(19.1%)	132(34.5%)	70(18.3%)	76(19.8%)	32(8.4%)	383(100)
11.	Funds for Reagents/Chemicals	31(8.1%)	103(26.9%)	127(33.2%)	90(23.5%)	32(8.4%)	383(100)

From table 64, it could be noted that in item 33 a total of 130 respondents representing 33.9 percent are of the view that fund is used judiciously for the provision of adequate instructional materials in Universities in Nigeria. A total of 100 respondents, representing 26.1 percent, did not express their opinions, while a total of 153 respondents, representing 39.9 percent, disagreed with the view.From the above frequencies and percentages, one will find out that, there is inadequate provision of instructional materials in Universities in Nigeria. In item 34 a total 74 respondents, representing 19.3 percent, agreed with the view that effectiveness of supervision in Nigerian Universities is due to the availability of instructional materials.A total of 54 respondents, representing 14.1 percent, did not express

their opinions, while 255 respondents, representing 66.6 percent, disagreed with the view. If one considers these responses one will finds out that availability of instructional materials to some extent led to the effectiveness of supervision in Universities in Nigeria.In item 35 a total of 113 respondents, representing 29.5 percent, are of the view that fund is used judiciously to cater for enrolment explosion and corresponding expansion of facilities and equipment in Universities in Nigeria.A total of 153 respondents, representing 39.9 percent, did not express their opinions, while 117 respondents, representing 30.5 percent, disagreed with the view.

From the above frequencies and percentages, one will find out that there is need for adequate funding in respect of expansion of facilities and equipment to cater for enrolment explosion in Universities in Nigeria. In item 36 a total of 115 respondents, representing 30.1 percent, agreed with the perception that Universities in Nigeria has been enjoying funding from international bodies for the developing of instructional materials and other relevant facilities. A total of 152 respondents, representing 39.7 percent did not express their opinions while a total of 116 respondents representing 30.3 percent, disagreed with the view. If one considers these responses he will finds out that international bodies contributes immensely for the development of instructional materials and other relevant facilities in Universities in Nigeria. In item 37 a total of 84 respondents, representing 21.9 percent, are of the view that adequate fund is used for the provision of virtual libraries and other ICT facilities in Universities in Nigeria. A total of 94 respondents, representing 24.5 percent, did not express their opinions, while a total of 205 respondents, representing 53.5 percent disagreed with the view.

From the above frequencies and percentages, one will find out that there is need for adequate funding for the provision of virtual libraries and other ICT facilities in Universities in Nigeria. In item 38 a total of 125 respondents representing 32.6 percent agreed with the view that fund is used judiciously to aid teaching-learning activities in Universities in Nigeria

via provision of adequate books. A total of 89 respondents, representing 23.2 percent, did not express their opinions, while 169 respondents, representing 44.2 percent, disagreed with the view. If one considers these responses one will finds out that there is need for adequate funding for the provision of adequate books in Universities in Nigeria. In item 39 a total of 79 respondents, representing 20.6 percent, are of the view that lecturers are provided with adequate writing and assessing materials like, chalk, paper, duster etc. A total of 63 respondents, representing 16.4 percent, did not express their opinions, while a total of 241 respondents, representing 62.9 percent disagreed with the view.

From the above frequencies, and percentages one will finds out that lecturers in Universities in Nigeria are provided with adequate writing and assessing materials by their management. In item 40 a total of 57 respondents, representing 14.8 percent, agreed with the perception that part of fund is allocated to instructional materials in Universities in Nigeria. A total of 132 respondents, representing 34.5 percent, did not express their opinions, while a total of 194 respondents, representing 50.7 percent, disagreed with the view. If one considers these responses one will finds out that Universities in Nigeriaprovides instructional material using the available fund. In item 41 a total of 108 respondents, representing 28.2 percent, are of the view that provision of instructional materials has witnessed an increase from the fund allocated to Universities in Nigeria. A total of 158 respondents, representing 21.1 percent, did not express their opinions, while a total of 115 respondents, representing 30 percent disagreed with the view.

From the above frequencies and percentages, one will find that there is need for an increase for the provision of instructional materials from the fund allocated to Universities in Nigeria. In item 42 a total of 205 respondents, representing 53.6 percent, agreed with the perception that fund is used judiciously to provide personal computers or laptops to staff in Universities in Nigeria. A total of 70 respondents, representing 18.3 did not express their opinions, while a total of 108 respondents, representing 28.2 percent, disagreed with the view. If one

considers these responses one will finds out that fund is not used judiciously for the provision of personal computers or laptops to staff in Universities in Nigeria. In item 43 a total of 134 respondents, representing 35 percent, are of the opinion that adequate reagents/ chemicals are being provided for instructional work. A total of 127 respondents, representing 33.2 percent, did not express their opinions, while a total of 122 respondents representing 31.9 percent disagreed with the view. From the above frequencies and percentage, one will finds out that there is need for adequate reagents/chemicals to be provided for instructional work in Universities in Nigeria.

4.6 Funding and Staffing in Universities in Nigeria

This section deals with the responses obtained for items 44-57. The items relate to the question of funding and staffing quantity and quality. The responses of the respondents as regards to this issue are analyzed and presented by means of frequencies and percentages in table 64.

Table 65: Opinions of the Respondents on Funding and Staffing in Universities in Nigeria

S/N	Item Statement	SA	A	UD	D	SD	Total
1.	Funds for Adeq/Qualified Staff	25(6.5%)	106(27.7%)	84(21.9%)	115(30%)	53(13.8%)	383(100)
2.	Funds for Staff allows/Other benefits	55(14.4%)	154(40.2%)	67(17.5)	78(20.4%)	29(7.6%)	383(100)

3.	Funds used to attract Staff	43(11.2%)	114(29.8%)	95(24.8%)	91(23.8%)	40(10.4%)	383(100)
4.	Funds to address Brain Drain Phenom.	12(5.7%)	70(33.3%)	80(38.1%)	19(9%)	29(13.8%)	383(100)
5.	Funds for Staff welfare	59(15.4)	145(37.9%)	87(22.7%)	61(15.9%)	31(8.1%)	383(100)
6.	Funds to address Staff Inadequacy	44(11.5%)	106(27.7%)	125(32.6%)	74(19.3%)	34(8.9%)	383(100)
7.	Funds for Enabling environment	36(9.4%)	110(28.7%)	93(24.3%)	101(26.4%)	43(11.2)	383(100)
8.	Available funds to achieve Edu/Goals	38(9.9%)	84(21.9%)	99(25.8%)	124(32.4%)	38(9.9%)	383(100)
9.	Funds for Staffing problems	28(7.3%)	40(10.4%)	102(26.6%)	142(37.1%)	71(18.5%)	383(100)
10.	Funds for Staff promotion & retention	58(15.1%)	111(29%)	73(19.1%)	103(26.9%)	38(9.9%)	383(100)
11.	Adequate No of Staff in each Dept/Unit	58(15.1%)	156(40.7%)	59(15.4%)	65(17%)	45(11.7%)	383(100)
12.	Staff sponsored to have high Degrees	29(7.6%)	71(18.5%)	80(20.9%)	138(36%)	65(17%)	383(100)
13.	Staff are Computer Literate	40(10.1%)	131(34.2%)	76(19.8%)	107(27.9%)	28(7.3%)	383(100)
14.	Staff Offices are Internet connected	76(19.8%)	81(21.1%)	76(19.8%)	92(24%)	58(15.1%)	383(100)

From table 65, it could be deduced that in item 44 a total of 131 respondents representing 34.2 percent are of the view that fund is used judiciously in the appointment of adequate and qualified staff in Nigerian universities. A total of 84 respondents representing 21.9 percent did not express their opinions while a total of 118 respondents representing 43.8 percent disagreed with the view. Form the above frequencies and percentages one will finds out that, there is need for adequate fund for the appointment of adequate and qualified staff in Nigerian universities. In item 45 a total of 204 respondents representing 54.6 percent agreed with the perception that, staffs in Universities in Nigeria enjoy related allowances and other benefits due to them. A total of 67 respondents representing 17.5 did not express their opinions while a total of 107 respondents representing 28 percent

disagreed with the view. If one considers these responses one will find out that staff Universities in Nigeria enjoy related allowances and other benefits due to them. In item 46 a total of 157 respondents representing 41 percent are of the view that available fund is used judiciously to attract experienced academic staff in Nigerian Universities. A total of 95 respondents representing 24.8 percent did not express their opinions while a total of 131 respondents representing 34.2 percent disagreed with the view.

From the above frequencies and percentages, one will find out that there is need for the provision of adequate funding to attract experienced academic staff in Nigerian universities. In item 47 a total of 187 respondents representing 49.1 percent agreed with the perception that fund is used judiciously to address the issue of brain drain phenomena in Universities in Nigeria. A total of 136 respondents representing 35.7 percent did not express their opinions, while a total of 58 respondents representing 15.2 percent disagreed with the view. If one considers these responses one will finds out that there is need for adequate funding to address the issue of brain drain phenomena in Universities in Nigeria. In item 48 a total of 204 respondents representing 53.3 percent are of the view that fund is used judiciously for welfare of staff in Universities in Nigeria. A total of 87 respondents representing 22.7 percent did not express their opinions while a total of 92 respondents representing 24 percent disagreed with the view.

From the above frequencies and percentages, one will find out that there is need for adequate funding for welfare of staff in Universities in Nigeria. In item 49 a total of 150 respondents representing 39.2 percent agreed with the view that fund is used judiciously to address inadequacy of staff in Universities in Nigeria. A total of 125 respondents representing 32.6 percent did not express their opinions while a total of 108 respondents representing 28.2 percent disagreed with the view. If one considers these responses one will finds out that there is need for adequate funding to address of staff in Universities in

Nigeria. In item 50 a total of 146 respondents representing 38.1 percent are of the opinion that fund is used judiciously to provide an enabling environment for staff development.

A total of 93 respondents representing 24.3 percent did not express their opinions while a total of 144 respondents representing 36.6 percent disagreed with the view. From the above frequencies and percentages, one will find out that there is need for adequate funding, to provide an enabling environment for staff development in Universities in Nigeria. In item 51 a total of 122 respondents representing 31.8 percent agreed with the perception that available fund is used judiciously in Universities in Nigeria for the achievement of educational goals. A total of 99 respondents representing 25.8 percents did not express their opinions while a total of 162 respondents representing 42.3 percent disagreed with the opinion. If one considers these responses one will finds out that majority of the respondents agreed that Universities in Nigeria is thriving hard to achieve the desired educational goals.In item 52 a total of 68 respondents representing 17.7 percent agreed with the perception that fund is a panacea to staffing problem in Universities in Nigeria.A total of 102 respondents representing 26.6 percent did not express their opinions while a total 213 respondents representing 55.6 percent disagreed with the view.

From the above frequencies and percentages, one will find out that fund is a panacea to staffing problem in Universities in Nigeria. In item 53 a total of 169 respondents representing 44.1 percent are of the view that fund is used judiciously for promotion and retention of staff in Universities in Nigeria. A total of 73 respondents representing 19.1 percent did not express their opinions while a total of 141 respondents representing 36.8 percent disagreed with the view. If one considers these responses one will be able to find out that Universities in Nigeria are using available fund for promoting and retention of its staff for overall development of the institution. In item 54 a total of 212 respondents representing 55.8 percent are of the opinion that each department of unit has adequate

number of staffs. A total of 59 respondents representing 15.4 percent did not express their opinions, while a total 100 respondents representing 28.7 percent disagreed with the view. From the above frequencies and percentage, it can be deduced that there is inadequate staff in each department or unit of the university. In item 55 a total of 100 respondents representing 26.1 percent agreed with perception that staffs in Universities in Nigeria are sponsored to have higher degrees. A total of 80 respondents representing 20.9 percent did not express their opinions, while a total of 203 respondents representing 53 percent disagreed with the view. If one considers these responses one will be able to find out that Universities in Nigeria sponsors their staff to have higher degrees. In item 56 a total of 157 respondents representing 40.9 percent are of the view that every office of staff in Universities in Nigeria is internet connected. A total of 76 respondents representing 19.8 percent did not express their opinions, while a total of 150 respondents representing 39.1 percent disagreed with the view. From the above frequencies and percentages, one will find out that most of the staff offices are not internet connected. In item 57 a total of 171 respondents representing 44.6 percent are of the opinion that staff in Universities in Nigeria are computer literate by the provision made by their management.A total of 76 respondents representing 19.8 percent did not express their opinions, while a total of 29 respondents representing 7.6 percent disagreed with the view. If one considers these responses one will be able to finds out that there is no provision by Universities in Nigeria management to their staff to be computer literates in order to be up to date with the latest technology.

Table 66: Distribution of Respondents by Age

SN	Age	Frequencies	Percentage
1.	20-30	42	11
2.	31-40	145	38
3.	41-50	137	36
4.	50 & above	59	15

	Total	**383**	**100**

According to the table 63 out of the 383 respondents sampled for this study, 42 of them representing 11 percent are between 20-30 years, while 145(38) are between 31-40 years. Ages 41-50 had 137 (36) respondents while 59representing 15.4 are between 51-and above years.

Table 67: Distribution of Respondents by Sex

SN	Sex	Frequency	Percentage
1.	Male	322	84.1
2.	Female	61	15.9
	Total	**383**	**100**

Outcome of the table 67 revealed that out of 383 respondents for this study, 322 representing 84.1 percent are male, while 61 representing 15.9 are female.

Table 68: Distribution of Respondents by Designation

Position	Frequency	Percentage
Academic Staff	171	44.6
Non-Academic Staff	212	55.4
Total	**383**	**100**

Table 68 shows that out of the 383 respondents for the study 171 representing 44.6 percent are Academic staff, 212 representing 55.4 percent are Non-Academic staff.

Table 69: Marital Status

Marital Status	Frequency	Percentage
Married	351	91.6
Single	32	8.4
Total	**383**	**100**

Outcome of the table 69 revealed that out of 383 respondents for this study, 351 representing 91.6 percent are married, while 32 representing 8.4 are single.

Table 70: Years in Service

Years in Service	Frequency	Percentage
1-6	166	43.3
7-12	136	35.5
13 & above	81	21.1
Total	**383**	**99.9**

According to the table 70 out of the 383 respondents sampled for this study, 166 of them representing 43.3 percent are between 1-6 years, while 136 (35.5) are between 7-12 years. 13 and above had 81 (21.1) respondents.

Table 71: Distribution of Respondents by Designation

	Frequency	Percentage
PhD	78	20.4
Masters Degree	107	27.9
Bachelor Degree	52	13.6
HND	70	18.3

NCE/OND	66	17.2
Others	10	2.6
Total	**383**	**100**

Table 71shows that out of the 383 respondents sampled for the study, 78 representing 20.4 percent have PhD, 107 representing 27.9 percent have Masters Degree, 52 representing 13.6 have Bachelor Degree, 70 representing 18.3 percent have HND, 66 representing 17.2 have NCE/OND, while 10 representing 2.6 have other qualification.

Research Question 1

Table 72: Opinions of Stake Holders on Staff Development in Universities in Nigeria

S/N	Staff Development	Stakeholders	SA	A	UD	DA	SD	Mean	SD	SE
1.	Fund judiciously used	Academic	11	34	51	68	7	3.152	1.00	.076
		No-Acad	10	28	38	84	52	3 .66	1.13	.077
2.	Fund used for local training	Academic	25	17	2896		5	3.23	1.15	.87
		Non-Acad	13		45	54	67	33	3.29	1.15 .78
3.	Fund used for abroad training	Academic	18		19	30	93	11	3.36	1.10 .084
		Non-Acad	30	24	46	69	43	3.35	1.31	.089
4.	Sponsorship for local workshop	Academic	16	35	32	69	19	3.23	1.17	.089
		Non-Acad	16	20	34	84	58	3.69	1.18	.081
5.	Sponsorship for Skill acquisition	Academic	25	63	24	50	9	2.74	1.18	.090
		Non-Acad	14	42	38	70	70	3.45	1.22	.084
6.	Sabbatical Leave granted	Academic	3	6	24	104	34	3.94	.79	.061

Non-Acad	8	7	56	90	51	3.79	.96	.066	
7. ICT training sponsored	Academic	22	53	24	62	10	2.91	1.19	.091
Non-Acad	8	55	39	65	45	3.39	1.18	.081	
8. Overseas Conferences sponsored	Academic	27	51	28	60	5	2.79	1.17	.089
Non-Acad	17	49	31	81	34	3.31	1.22	.083	
9. Fund used for on the Job training	Academic	17	36	66	46	6	2.92	1.00	.077
Non-Acad	14	42	49	67	40	3.36	1.19	.081	
10. Funds for Staff membership	Academic	23	61	42	42	3	2.65	1.04	.080
Non-Acad	14	40	61	44	33	3.10	1.17	.080	

From Table 72, It could be noted that 45 academic staff agreed, while 75 disagreed representing Mean 3.15, Standard Deviation 1.00 and Standard Error .076 in item 1 are of the view that fund allocated to Universities in Nigeria is judiciously used while total of 51 respondents did not express their opinions probably due to lack of interest or knowledge on the subject matter. 38 Non-academic staff agreed, 136 disagreed representing Mean 3.66, S.D 1.13, S.E .077 while 38 did not express their view.

In item 2 a total of 42 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for in service training locally. While 101(disagreed or strongly disagreed)with Mean 3.22, S.D 1.14 S.E .087 with the general perception that fund is not judiciously used for service training locally to staff in Universities in Nigeria. A total of 28 did not express their opinions probably due to lack of interest or knowledge on the subject matter.If one considers the views of these respondents, it could be deduced that staff in Universities in Nigeria enjoy sponsorship for in service training locally this is in line with staff development in the universities in Nigeria. A total of 58 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for in service training locally. While 100 (disagreed or strongly disagreed) with Mean 3.29, S.D 1.14 and S.E .078 with the general perception that fund is not judiciously used for service training locally

to staff in Universities in Nigeria. A total of 54 did not express their opinions probably due to lack of interest or knowledge on the subject matter.If one considers the views of these respondents, it could be deduced that staff in Universities in Nigeria enjoy sponsorship for in service training locally this is in line with staff development in the universities in Nigeria

In item 3,a total of 37 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for in service training abroad. While 104(disagreed or strongly disagreed) with Mean 3.35, S.D 1.10 S.E .084 with the general perception that fund is not judiciously used for service training abroad to staff in Universities in Nigeria. A total of 30 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 54 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for in service training abroad. While 112 (disagreed or strongly disagreed) with Mean 3.34, S.D 1.30 and S.E .089 with the general perception that fund is not judiciously used for service training abroad to staff in Universities in Nigeria. A total of 46 did not express their opinions probably due to lack of interest or knowledge on the subject matter.

From the above one will consider that there is a consequence of percentages between those that agreed and those that disagree this indicate that due the level of using available fund for in service training abroad to staff in Universities in Nigeria is minimal. Going by this there should be or the management of Universities in Nigeria has to re-address their issue for the attainment of its objectives.

In item 4, a total of 51 academic staff (strongly agreed and agreed) are of the view that Local conferences and workshops are sponsored regularly. While 88(disagreed or strongly disagreed) with Mean 3.23, S.D 1.17 S.E .089 with the general perception that Local conferences and workshops are not sponsored regularly to staff in Universities in Nigeria. A total of 32 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 36 Non-Academic academic staff (strongly agreed and agreed)

are of the view that Lcal conferences and workshops are sponsored regularly. While 141 (disagreed or strongly disagreed) with Mean 3.69, S.D 1.18 and S.E .081 with the general perception that Local conferences and workshops are not sponsored regularly to staff in Universities in Nigeria. A total of 34 did not express their opinions probably due to lack of interest or knowledge on the subject matter.From the above frequencies one considers the view that staffs in Universities in Nigeria enjoy sponsorship to local workshops and conferences not regularly.

In item 5, a total of 88 academic staff (strongly agreed and agreed) are of the view that staff in Universities in Nigeria enjoy sponsorship to acquire relevant skills as at when due. While 59 (disagreed or strongly disagreed) with Mean 2.73, S.D 1.18 S.E .090 with the general perception that staff in Universities in Nigeria enjoy sponsorship to acquire relevant skills as at when due. A total of 24 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 56 Non-Academic academic staff (strongly agreed and agreed) are of the view thatstaff in Universities in Nigeria enjoy sponsorship to acquire relevant skills as at when due. While 140(disagreed or strongly disagreed) with Mean 3.45, S.D 1.22 and S.E .084 with the general perception that Local conferences and workshops are not sponsored regularly to staff in Universities in Nigeria. A total of 38 did not express their opinions probably due to lack of interest or knowledge on the subject matterthat staff in Universities in Nigeria enjoy sponsorship to acquire relevant skills as at when due.

If one considers respondents' views on this item one will find out that there is need for sufficient fund in this direction in order to meet-up with the latest technology in acquiring relevant skills by the staff in order to be up to date with the concern staff development.

In item 6,a total of 9 academic staff (strongly agreed and agreed) are of the view that s. While 138(disagreed or strongly disagreed) with Mean 3.93, S.D 1.79 S.E .061 with the general perception that staff in Universities in Nigeria enjoysabbatical are granted when all

conditions are satisfied. A total of 24 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 13 Non-Academic academic staff (strongly agreed and agreed) are of the view that staff in Universities in Nigeria enjoysabbatical are granted when all conditions are satisfied. While 141 (disagreed or strongly disagreed) with Mean 3.79, S.D .96 and S.E .066 with the general perception that Local conferences and workshops are not sponsored regularly to staff in Universities in Nigeria. A total of 38 did not express their opinions probably due to lack of interest or knowledge on the subject matter that that sabbatical is granted when all conditions are satisfied.From the above frequencies one will find out that academicians in Universities in Nigeria are always granted sabbatical once they fulfill all the required conditions for the leave.

In item 7, a total of75 academicstaff (strongly agreed and agreed) are of the view that workshops on ICT is sponsored for all staff that need the acquisition of computer literacy. While 72(disagreed or strongly disagreed) with Mean 32.91, S.D 1.19 S.E .091 with the general perception thatworkshops on ICT is sponsored for all staff that need the acquisition of computer literacy. A total of 24 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 63 Non-Academic academic staff (strongly agreed and agreed) are of the view thatworkshops on ICT is sponsored for all staff that need the acquisition of computer literacy. While 110(disagreed or strongly disagreed) with Mean 3.39, S.D .1.18 and S.E .081 with the general perception that Local conferences and workshops are not sponsored regularly to staff in Universities in Nigeria. A total of 38 did not express their opinions probably due to lack of interest or knowledge on the subject matter that that sabbatical is granted when all conditions are satisfied.

If one considers respondents' views on this item, he will finds out that the issue of ICT and computer will finds out that the issue of ICT and computer literacy programmes to staff no

be re address by the management of Universities in Nigeria if education goals and objectives are to be realized based on the new ways of higher education development.

In item 8, a total of 78 academic staff (strongly agreed and agreed) are of the view that Local conferences and workshops are not sponsored regularly to staff in Universities in Nigeria. While 72 (disagreed or strongly disagreed) with Mean 32.91, S.D 1.19 S.E .091 with the general perception that. A total of 28 did not express their opinions probably due to lack of interest or knowledge Local conferences and workshops are not sponsored regularly to staff in Universities in Nigeria e on the subject matter. A total of 66 Non-Academic academic staff (strongly agreed and agreed) are of the view thatLocal conferences and workshops are not sponsored regularly to staff in Universities in Nigeria. While 115 (disagreed or strongly disagreed) with Mean 3.31, S.D .1.21 and S.E .089 with the general perception that Local conferences and workshops are not sponsored regularly to staff in Universities in Nigeria. A total of 31 did not express their opinions probably due to lack of interest or knowledge on the subject matter that Local conferences and workshops are not sponsored regularly to staff in Universities in Nigeria that Universities in Nigeria sponsors staff to overseas conferences regularly.

If one considers respondents' views on this item one will finds out that Local conferences and workshops are not sponsored regularly to staff in Universities in Nigeria that Universities in Nigeria sponsors staff to overseas conferences regularly fund is judiciously used for on the job training to staff in Universities in Nigeria.

In item 9,a total of 53 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for on the job training staff in Universities in Nigeria. While 52 (disagreed or strongly disagreed) with Mean 2.92, S.D 1.00 S.E .077 with the general perception that fund is used judiciously for on the job training staff in Universities in Nigeria. A total of 66 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 56 Non-Academic academic staff (strongly agreed and agreed) are of the

view that fund is used judiciously for on the job training staff in Universities in Nigeria. While 107(disagreed or strongly disagreed) with Mean 3.36, S.D .1.18 and S.E .081 with the general perception that on the job training staff in Universities in Nigeria.A total of 49 did not express their opinions probably due to lack of interest or knowledge on the subject matter that on the job training staff in Universities in Nigeria.

In item 10, a total of 84 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously to motivate staff to maintain membership of the organization. While 45(disagreed or strongly disagreed) with Mean 2.65, S.D 1.04 S.E .080 with the general perception that fund is used judiciously to motivate staff to maintain membership of the organization. A total of 42 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 74 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used judiciously to motivate staff to maintain membership of the organization. While 77(disagreed or strongly disagreed) with Mean 3.10, S.D .1.17 and S.E .080 with the general perception that on the job training staff in Universities in Nigeria. A total of 49 did not express their opinions probably due to lack of interest or knowledge on the subject matter that fund is used judiciously to motivate staff to maintain membership of the organization.

From the above frequencies one will find out there is need from the management of Universities in Nigeria to re address the issue of motivation and welfare of its staff as this will encourage them to maintain the membership of the organization.

Research Question 2

Table 73: Opinions of Stake Holders on Research Development in Universities in Nigeria

S/N	Research Development	Stakeholders	SA	A	UD	D	SD	Mean	S.D	SE
1.	Funds judiciously used for Research	Academic	23	41	40	60	7	2.92	1.13	.087
		Non-Acad	7	31	31	81	62	3.75	1.12	.077
2.	Adequate funding for Research	Academic	13	70	42	37	9	2.76	1.04	.079
		Non-Acad	9	57	44	57	45	3.33	1.20	.082
3.	Reseaches Ready for Comsupmtion	Academic	22	71	39	36	3	2.57	1.01	.077
		No-Acad	22	51	80	30	29	2.97	1.16	.079
4.	Uni Researcher's activities sponsored	Academic	25	25	35	59	1	2.77	1.09	.083
		Non-Acad	7	42	49	82	32	3.42	1.07	.073
5.	Funds for ICT research Programmes	Academic	18	38	84	30	1	2.75	.88	.067
		Non-Acad	7	34	75	50	46	3.44	1.09	.75
6.	Funds used for Chemicals for research	Academic	10	50	75	34	2	2.81	086	.065
		Non-Acad	7	34	78	65	24	3.26	1.02	.070
7.	Adequate facilities/equip for research	Academic	27	80	34	27	3	2.40	.99	.075
		Non-Acad	15	51	71	53	22	3.07	1.09	.074
8.	Reseaches based on Intl. standard	Academic	34	60	55	17	5	2.40	1.00	.077
		Non-Acad	22	36	83	43	28	3.08	1.14	.078
9.	Reseacher's effort complimented	Academic	21	52	54	43	1	2.71	.99	.076
		Non-Acad	12	23	49	90	38	3.56	1.08	.074
10.	Funded researches w/out E/bodies	Academic	43	65	31	30	2	2.31	1.07	.081
		Non-Acad	13	81	60	43	15	2.83	1.04	.071
11.	Funded researches with E/bodies	Academic	21	52	54	43	1	2.92	.098	.075

Non-Acad	12	23	49	90	38	3.40	1.11	.076

Fromtable 73,it could be noted that in item 1a total of 64 academic staff(strongly agreed and agreed) are of the view that available fund is used judiciously for research development in Nigerian Universities. While 67 (disagreed or strongly disagreed) with Mean 2.92, S.D 1.13 S.E .087 with the general perception that available fund is used judiciously for research development in Nigerian Universities. A total of 40 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 38 Non-Academic academic staff (strongly agreed and agreed) are of the view that available fund is used judiciously for research development in Nigerian Universities. While 143 (disagreed or strongly disagreed) with Mean 3.75, S.D .1.12 and S.E .077 with the general perception that on the job training staff in Universities in Nigeria. A total of 31 did not express their opinions probably due to lack of interest or knowledge on the subject matter that fund is used judiciously to motivate staff to maintain membership of the organization.

If one considers the views of these respondents it could be deduced that available fund is used judiciously for research development in Nigerian Universities.

In item 2,a total of 83 academic staff (strongly agreed and agreed) are of the view that available fund is used judiciously for research development in Nigerian Universities. While 67 (disagreed or strongly disagreed) with Mean 2.92, S.D 1.13 S.E .087 with the general perception that available fund is used judiciously for research development in Nigerian Universities. A total of 40 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 38 Non-Academic academic staff (strongly agreed and agreed) are of the view that available fund is used judiciously for research development in Nigerian Universities. While 143 (disagreed or strongly disagreed) with Mean 3.75, S.D .1.12 and S.E .077 with the general perception that on the job training staff in Universities in Nigeria. A total of 31 did not express their opinions probably due to lack of

interest or knowledge on the subject matter that fund is used judiciously to motivate staff to maintain membership of the organization.

If one considers the views of these respondents it could be deduced that available fund is used judiciously for research development in Nigerian Universities.

In item 3, a total of 93 academic staff (strongly agreed and agreed) are of the view that researches conducted in Universities in Nigeria are always ready foe public consumption as a result of availability of funds. While 39 (disagreed or strongly disagreed) with Mean 2.57, S.D 1.01 S.E .077 with the general perception that researches conducted in Universities in Nigeria are always ready foe public consumption as a result of availability of funds. A total of 39 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 71 Non-Academic academic staff (strongly agreed and agreed) are of the view thatresearches conducted in Universities in Nigeria are always ready foe public consumption as a result of availability of funds. While 32 (disagreed or strongly disagreed) with Mean 2.96, S.D .1.16 and S.E .079 with the general perception thatresearches conducted in Universities in Nigeria are always ready foe public consumption as a result of availability of funds. A total of 80 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatresearches conducted in Universities in Nigeria are always ready foe public consumption as a result of availability of funds.

Considering the opinion of these respondents it could be deduced that researches conducted in Universities in Nigeria are always ready foe public consumption as a result of availability of funds.

From the above frequencies and percentages, one will find out that research activities in Universities in Nigeria are taken care of with the available funds for the socio-economic development of our nation.

In item 4, a total of 50 academic staff (strongly agreed and agreed) are of the view that researchers in Universities in Nigeria enjoy sponsorship to carry out their activities. While 39

(disagreed or strongly disagreed) with Mean 2.76, S.D 1.09 S.E .083with the general perception that researchers in Universities in Nigeria enjoy sponsorship to carry out their activitiesas a result of availability of funds. A total of 35 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 49 Non-Academic academic staff (strongly agreed and agreed) are of the view that researchers in Universities in Nigeria enjoy sponsorship to carry out their activitiesas a result of availability of funds. While 32 (disagreed or strongly disagreed) with Mean 3.42, S.D .1.07 and S.E .073 with the general perception thatresearchers in Universities in Nigeria enjoy sponsorship to carry out their activitiesas a result of availability of funds. A total of 82 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatresearches conducted in Universities in Nigeria researchers in Universities in Nigeria enjoy sponsorship to carry out their activitiesas a result of availability of funds.

In item 5, a total of 56 academic staff (strongly agreed and agreed) are of the view that ICT programmes in the development of research in Universities in Nigeria are taking care of with the available funds.While 31 (disagreed or strongly disagreed) with Mean 2.75, S.D .886 S.E .067 with the general perception that ICT programmes in the development of research in Universities in Nigeria are taking care of with the available funds.A total of 84 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 41 Non-Academic academic staff (strongly agreed and agreed) are of the view that ICT programmes in the development of research in Universities in Nigeria are taking care of with the available funds.While 54 (disagreed or strongly disagreed) with Mean 3.44, S.D .1.09 and S.E .075 with the general perception thatICT programmes in the development of research in Universities in Nigeria are taking care of with the available funds.A total of 75 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatICT programmes in the development of research in Universities in Nigeria are taking care of with the available funds.

If one considers these views one will find out that ICT programmes in the development of research in Universities in Nigeria are taking care of with the available funds.

In item 6,a total of 60 academic staff (strongly agreed and agreed) are of the necessary chemicals are provided to Nigerian University's research institutes as required. While 36 (disagreed or strongly disagreed) with Mean 2.81, S.D .0860 S.E .065 with the general perception that necessary chemicals are provided to Nigerian University's research institutes as required. A total of 75 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 41 Non-Academic academic staff (strongly agreed and agreed) are of the view that necessary chemicals are provided to Nigerian University's research institutes as required. While 67 (disagreed or strongly disagreed) with Mean 3.26, S.D .1.02 and S.E .070 with the general perception thatICT programmes in the development of research in Universities in Nigeria are taking care of with the available funds. A total of 78 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatnecessary chemicals are provided to Nigerian University's research institutes as required.

From the above frequencies and percentages on will find out that necessary chemicals are provided to Nigerian University's research institutes as required.

In item 7, a total of 107 academic staff (strongly agreed and agreed) are of the view that researchers in universities in Nigeria enjoy adequate provision of relevant facilities and equipment.While 30 (disagreed or strongly disagreed) with Mean 2.40, S.D .0992 S.E .075 with the general perception that researchers in universities in Nigeria enjot adequate provision of relevant facilities and equipment.A total of 34 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 30 Non-Academic academic staff (strongly agreed and agreed) are of the view thatresearchers in universities in Nigeria enjot adequate provision of relevant facilities and equipment.While 75(disagreed or strongly disagreed) with Mean 3.07, S.D .1.09 and S.E .074 with the general

perception that researchers in universities in Nigeria enjot adequate provision of relevant facilities and equipment. A total of 71 did not express their opinions probably due to lack of interest or knowledge on the subject matter that researchers in universities in Nigeria enjot adequate provision of relevant facilities and equipment.

If one considers these opinions one will find out that there is need for additional effort in terms of provision of relevant facilities and equipment to researching in Universities in Nigeria as this will have positive impact on research development.

In item 8,a total of 94 academic staff (strongly agreed and agreed) are of the view that researches conducted in Universities in Nigeria are based on international standard. While 22 (disagreed or strongly disagreed) with Mean 2.40, S.D 1.00 S.E .077 with the general perception thatresearches conducted in Universities in Nigeria are based on international standard.A total of 55 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 58 Non-Academic academic staff (strongly agreed and agreed) are of the view that researches conducted in Universities in Nigeria are based on international standard. While71(disagreed or strongly disagreed) with Mean 3.08, S.D .1.14 and S.E .078 with the general perception that researches conducted in Universities in Nigeria are based on international standard. A total of 83 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatresearches conducted in Universities in Nigeria are based on international standard.

From the above frequencies and percentages, one will find out that researches conducted in Universities in Nigeria are based on international standard in order to achieve the desired educational goals.

In item 9,a total of 73 academic staff (strongly agreed and agreed) are of the view that fund is not used to complement and encourage academic staff effort in their research pursuit towards development of research in Universities in Nigeria. While 44(disagreed or strongly disagreed) with Mean 2.71, S.D .996 S.E .076with the general perception thatfund is not

used to complement and encourage academic staff effort in their research pursuit towards development of research in Universities in Nigeria..A total of 54 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 35 Non-Academic academic staff (strongly agreed and agreed) are of the view thatfund is not used to complement and encourage academic staff effort in their research pursuit towards development of research in Universities in Nigeria.While 128(disagreed or strongly disagreed) with Mean 3. S.D .1.14 and S.E .078 with the general perception thatfund is not used to complement and encourage academic staff effort in their research pursuit towards development of research in Universities in Nigeria. A total of 83 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatfund is not used to complement and encourage academic staff effort in their research pursuit towards development of research in Universities in Nigeria.

If one considers these opinions one will find out that available fund is not used to complement and encourage academic staff effort in their research pursuit towards development of research in Universities in Nigeria.

In item 10, a total of 73 academic staff (strongly agreed and agreed) are of the view that research institutes in Universities are fully funded with the help of external donors. While 44 (disagreed or strongly disagreed) with Mean 2.92, S.D .988 S.E .075 with the general perception that research institutes in Universities are fully funded with the help of external donors.A total of 54 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 35 Non-Academic academic staff (strongly agreed and agreed) are of the view that research institutes in Universities are fully funded with the help of external donors.While 128 (disagreed or strongly disagreed) with Mean 3.40 S.D .1.11 and S.E .076 with the general perception that research institutes in Universities are fully funded with the help of external donors.A total of 49 did not express their opinions

probably due to lack of interest or knowledge on the subject matter thatresearch institutes in Universities are fully funded with the help of external donors.

If one considers these opinions research institutes in Universities are fully funded with the help of external donors.

In item 11,a total of 108 academic staff (strongly agreed and agreed) are of the view that research institutes in Universities are fully funded without the help of external donors.While 32 (disagreed or strongly disagreed) with Mean 2.31, S.D 1.07 S.E .081 with the general perception that research institutes in Universities are fully funded with the help of external donors.A total of 31 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 94 Non-Academic academic staff (strongly agreed and agreed) are of the view that research institutes in Universities are fully funded without the help of external donors.While 58 (disagreed or strongly disagreed) with Mean 3. S.D .1.11 and S.E .076 with the general perception that research institutes in Universities are fully funded without the help of external donors.A total of 60 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatresearch institutes in Universities are fully funded without the help of external donors.

If one considers these opinions research institutes in Universities are fully funded with the help of external donors.

The table 73 revealed that the stakeholders has significantly differ in their opinions this is because the highest mean responses which is 4.08 on another item and 4.00 on another item is shows that significant difference exist among stakeholders.

Research Question 3

Table 74: Opinions of Stake Holders on the Provision of Infrastructural Facilities in Universities in Nigeria

S/N	Infrastructural facilities	Stakeholders	SAA	UD	D	SD	Mean	S.D	S.E
1.	Funds judiciously used for infrastructures	Academic	11	48	34	58	20	3.16	1.15 .088
		Non-Acad	15	22	48	72	55	3.61	1.18 .081
2.	Conducive atmosphere with P/facilities	Academic	24	55	25	62	5	2.81	1.15 .088
		No-Acad	19	52	42	67	32	3.19	1.22 .083
3.	Funds to improve Physical Development	Academic	12	32	53	71	3	2.71	1.02 .078
		Non-Acad	7	38	48	76	43	3.21	1.18 .081
4.	Office facilities for Staff well equipped	Academic	37	48	34	45	7	3.12	.97 .074
		Non-Acad	25	39	48	69	31	2.94	1.25 .064
5.	Accommodation facilities for Staff	Academic	50	61	29	24	7	3.51	1.10 .075
		Non-Acad	38	72	49	34	19	2.48	1.19 .060

6.	Availaable funds equipment/Facilities	Academic	17	36	67	44	5	2.63	1.20	.091										
Non-Acad			10	34	64	80	24	3.19	1.23	.085										
7.	Students get Accommodation	Academic	69	53	12	29	6	2.28	1.14	.087										
Non-Acad			54	64	49	16	29	2.64	1.20	.082										
8.	Funds for renovation/repairs	Academic	23	51	50	46	1	3.02	1.47	.112										
		Non-Acad	7	73	35	61	36	3.34	1.03	.070										
9.	Funds for Hall/Theatres	Academic	25	46	37	57	6	2.84	1.14	.087										
Non-Acad			15	18	54	89	36	3.53	1.09	.074										
10.	Funds for Fast decaying facilities	Academic	28	73	56	11	3	2.53	1.31	.090										
Non-Acad			21	46	78	35	32	3.05	1.17	.080										
11.	Funds for Capital Projects	Academic	33	36	50	49	3	2.84	1.14	.1.14										
		Non- Acad	17	36	45	82	32	3.53	1.09	.074										

From table 74, it could be noted that in item 1, a total of 59 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for the provision of infrastructural facilities in universities in Nigeria.While 78 (disagreed or strongly disagreed) with Mean 3.16, S.D 1.15 S.E .088 with the general perception that fund is used judiciously for the provision of infrastructural facilities in universities in Nigeria.A total of 34 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 37 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for the provision of infrastructural facilities in universities in Nigeria.While 127 (disagreed or strongly disagreed) with Mean 3.61 S.D .1.18 and S.E .081 with the general perception that fund is used judiciously for the provision of infrastructural facilities in universities in Nigeria.A total of 48 did not express their opinions probably due to lack of interest or knowledge on the subject matter that fund is used judiciously for the provision of infrastructural facilities in universities in Nigeria.

If one considers these opinions, he will find out that majority of the respondents are of the opinion that available fund is used for the provision of infrastructural facilities in Universities in Nigeria but there is need for additional effort in this direction.

In item 2, a total of 79 academic staff (strongly agreed and agreed) are of the view that available fund is used to provide conducive atmosphere for teaching, learning process for the effective management of Universities in Nigeria. While 67 (disagreed or strongly disagreed) with Mean 2.81, S.D 1.15 S.E .088 with the general perception that available fund is used to provide conducive atmosphere for teaching, learning process for the effective management of Universities in Nigeria,a total of 25 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 71 Non-Academic academic staff (strongly agreed and agreed) are of the view that available fund is used to provide conducive atmosphere for teaching, learning process for the effective management of Universities in Nigeria, While 99(disagreed or strongly disagreed) with Mean 3.19 S.D .1.22 and S.E .083 with the general perception that available fund is used to provide conducive atmosphere for teaching, learning process for the effective management of Universities in Nigeria, A total of 42 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatavailable fund is used to provide conducive atmosphere for teaching, learning process for the effective management of Universities in Nigeria.

From the above frequencies and percentages, one will find out that available fund is used to provide conducive atmosphere for teaching, learning process for the effective management of Universities in Nigeria,

In item 3,a total of 54 academic staff (strongly agreed and agreed) are of the view that fund is used for strategic planning for the improvement of physical development in Universities in Nigeria.While 74(disagreed or strongly disagreed) with Mean 2.71, S.D 1.02 S.E .078with the general perception thatfund is used for strategic planning for the improvement of physical

development in Universities in Nigeria.A total of 53did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 45 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used for strategic planning for the improvement of physical development in Universities in Nigeria. While 119(disagreed or strongly disagreed) with Mean 3.21S.D .1.18 and S.E .081 with the general perception that fund is used for strategic planning for the improvement of physical development in Universities in Nigeria. A total of 48 did not express their opinions probably due to lack of interest or knowledge on the subject matterthat fund is used for strategic planning for the improvement of physical development in Universities in Nigeria.

From the above frequencies and percentages, one will find out available fund is used for strategic planning for the improvement of physical development in Universities in Nigeria.

In item 4, a total of 85 academic staff (strongly agreed and agreed) are of the view that accommodation facilities for staff Universities in Nigeria are not adequately provide. While 52 (disagreed or strongly disagreed) with Mean 3.12, S.D .971 S.E .74 with the general perception thataccommodation facilities for staff Universities in Nigeria are not adequately provide. A total of 34 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 64 Non-Academic academic staff (strongly agreed and agreed) are of the view that accommodation facilities for staff Universities in Nigeria are not adequately provide.While 100 (disagreed or strongly disagreed) with Mean 3.34 S.D .1.03 and S.E .082 with the general perception that accommodation facilities for staff Universities in Nigeria are not adequately provide.A total of 48 did not express their opinions probably due to lack of interest or knowledge on the subject matter thataccommodation facilities for staff Universities in Nigeria are not adequately provide.

From the above frequencies and percentages, one will find out that accommodation facilities for staff Universities in Nigeria are not adequately provide.

In item 5, a total of 11 academic staff (strongly agreed and agreed)are of the view that accommodation facilities for staff Universities in Nigeria are not adequately provide. While 31 (disagreed or strongly disagreed) with Mean 3.51, S.D 1.10 S.E .075 with the general perception that accommodation facilities for staff Universities in Nigeria are not adequately provide. A total of 29 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 110 Non-Academic academic staff (strongly agreed and agreed) are of the view that accommodation facilities for staff Universities in Nigeria are not adequately provide. While 53 (disagreed or strongly disagreed) with Mean 2.64 S.D 1.20 and S.E .082 with the general perception that accommodation facilities for staff Universities in Nigeria are not adequately provide. A total of 48 did not express their opinions probably due to lack of interest or knowledge on the subject matter that accommodation facilities for staff Universities in Nigeria are not adequately provide.

In item 6, a total of 36 academic staff (strongly agreed and agreed) are of the view that accommodation facilities for staff Universities in Nigeria are not adequately provide. While 49 (disagreed or strongly disagreed) with Mean 2.63, S.D 1.1.20 S.E .091 with the general perception that accommodation facilities for staff Universities in Nigeria are not adequately provide. A total of 67 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 44 Non-Academic academic staff (strongly agreed and agreed) are of the view that accommodation facilities for staff Universities in Nigeria are not adequately provide. While 104 (disagreed or strongly disagreed) with Mean 3.19 S.D 1.23 and S.E .085 with the general perception that accommodation facilities for staff Universities in Nigeria are not adequately provide. A total of 64 did not express their opinions probably due to lack of interest or knowledge on the subject matter that accommodation facilities for staff Universities in Nigeria are not adequately provide.

If one considers these options one will finds out that available fund is used for the provision of equipment and facilities for the efficient management of its operations.

In item 7, a total of 122 academic staff (strongly agreed and agreed) are of the view that accommodation facilities for staff Universities in Nigeria are not adequately provide. While 35 (disagreed or strongly disagreed) with Mean 2.28, S.D 1.14 S.E .087 with the general perception that accommodation facilities for staff Universities in Nigeria are not adequately provide. A total of 12 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 118 Non-Academic academic staff (strongly agreed and agreed) are of the view that accommodation facilities for staff Universities in Nigeria are not adequately provide. While 45(disagreed or strongly disagreed) with Mean 2.64S.D 1.20 and S.E .082 with the general perception that accommodation facilities for staff Universities in Nigeria are not adequately provide. A total of 64 did not express their opinions probably due to lack of interest or knowledge on the subject matter that accommodation facilities for staff Universities in Nigeria are not adequately provide.

From the above frequencies and percentage, one will find that there no adequate accommodation for students in Nigerian Universities, this shows that there is need for additional Hall of residences for students in Universities in Nigeria.

In item 8,a total of 84 academic staff (strongly agreed and agreed) are of the view that there is need relational fund to carry-out repairs in Universities in Nigeria as at when due.While 47 (disagreed or strongly disagreed) with Mean 3.02, S.D 1.47 S.E .112 with the general perception that there is need relational fund to carry-out repairs in Universities in Nigeria as at when due.A total of 50 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 80 Non-Academic academic staff (strongly agreed and agreed) are of the view that there is need relational fund to carry-out repairs in Universities in Nigeria as at when due. While 97 (disagreed or strongly disagreed) with Mean 23.34 S.D 1.03 and S.E .070 with the general perception that there is need relational fund to carry-out repairs in Universities in Nigeria as at when due.A total of 78did not express their

opinions probably due to lack of interest or knowledge on the subject matter thatthere is need relational fund to carry-out repairs in Universities in Nigeria as at when due.

If one considers these views he will find out that there is need relational fund to carry-out repairs in Universities in Nigeria as at when due.

In item 9,a total of 71 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for expansion of Halls, theatres, facilities and equipment to meet the increasing student population in Nigerian Universities.While 63 (disagreed or strongly disagreed) with Mean 2.46, S.D 1.46 S.E .188 with the general perception that fund is used judiciously for expansion of Halls, theatres, facilities and equipment to meet the increasing student population in Nigerian Universities..A total of 37 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 33 Non-Academic academic staff (strongly agreed and agreed)are of the view that fund is used judiciously for expansion of Halls, theatres, facilities and equipment to meet the increasing student population in Nigerian Universities.While 125(disagreed or strongly disagreed) with Mean 2.84 S.D 1.14 and S.E .087 with the general perception that fund is used judiciously for expansion of Halls, theatres, facilities and equipment to meet the increasing student population in Nigerian Universities.. A total of 54did not express their opinions probably due to lack of interest or knowledge on the subject matter thatfund is used judiciously for expansion of Halls, theatres, facilities and equipment to meet the increasing student population in Nigerian Universities.

If one considers these responses, one will find out that there is need for expansion of hall, theatres, facilities equipment to meet the increasing student population in Universities in Nigeria.

In item 10,a total of 101 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously to address the issue of fast-decaying playing ground and infrastructures in Nigerian Universities.While 14 (disagreed or strongly disagreed) with Mean

2.53, S.D 1.31 S.E .090 with the general perception that fund is used judiciously to address the issue of fast-decaying playing ground and infrastructures in Nigerian Universities.A total of 56 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 67 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used judiciously to address the issue of fast-decaying playing ground and infrastructures in Nigerian Universities.While 67(disagreed or strongly disagreed) with Mean 3.05 S.D 1.17 and S.E .065 with the general perception that fund is used judiciously to address the issue of fast-decaying playing ground and infrastructures in Nigerian Universities. A total of 78did not express their opinions probably due to lack of interest or knowledge on the subject matter that fund is used judiciously to address the issue of fast-decaying playing ground and infrastructures in Nigerian Universities.

From the above frequencies and percentages, one will find out that, there is need to readdress the issue of fast-decaying playing ground facilities and infrastructures in for the development of sport activities in Nigerian Universities.

In item 11,a total of 69 academic staff (strongly agreed and agreed) are of the view that adequate fund has been allocated to Universities in Nigeria for capital projects.While 52(disagreed or strongly disagreed) with Mean 2.84, S.D 1.14 S.E .086with the general perception that adequate fund has been allocated to Universities in Nigeria for capital projects. A total of 50did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 53 Non-Academic academic staff (strongly agreed and agreed) are of the view that adequate fund has been allocated to Universities in Nigeria for capital projects.While 114(disagreed or strongly disagreed) with Mean 3.53 S.D 1.09 and S.E .074with the general perception that adequate fund has been allocated to Universities in Nigeria for capital projects. A total of 45did not express their opinions probably due to lack of interest or knowledge on the subject matter thatadequate fund has been allocated to Universities in Nigeria for capital projects.

If one considers these responses one will finds out that there is inadequate funding in Universities in Nigeria for capital project.

Research Question 4

Table 75: Opinions of stake holders on the provision of instructional materials in Universities in Nigeria

S/N	Instructional Materials	Stakeholders	SA	A	UD	D	SD	Mean	S.D	S.E
1.	Funds judiciously for Instructional/M	Academic	18	64	34	52	3	2.34	.088	.068
		Non-Acad4	44	66	76	22	3.05	1.17	.080	
2.	Availability of Instr/Materials	Academic	12	37	14	67	41	2.72	1.12	.086
		Non-Acad4	21	40	66	81	3.35	1.16	.080	
3.	Instr/M & Enrol/Explosion	Academic	13	55	81	21	1	2.75	1.05	.080
		Non-Acad	17	28	72	66	29	3.32	.978	.067
4.	Instr/M & INTl Bodies	Academic	17	54	63	36	1	3.51	1.26	.096
		Non-Acad	12	32	89	55	24	3.93	1.06	.073
5.	Funds for ICT & Vitual Libraries	Academic	15	48	53	48	7	2.66	.812	.062
	Non-Acad		2	19	41	103	47	3.29	1.10	.076
6.	Funds for adequate books	Academic	10	73	52	33	3	2.70	.931	.071
	Non-Acad8		34	37	86	47	3.22	1.02	.070	
7.	Funds for adequate writing/Materials	Academic	10	38	36	79	8	2.90	1.03	.079
		Non-Acad12	19	27	95	59	3.82	.911	.062	
8.	Part of fund & Instr/Materials	Academic	6	29	68	65	3	2.68	.910	.069
		Non-Acad	6	16	64	80	46	3.61	1.11	.076
9.	Funds increase for Instr/Materials	Academic	12	53	74	25	7	3.21	1.03	.078
	Non-Acad		18	25	84	56	27	3.80	1.11	.076
10.	Funds for Staff P/compt & Laptops	Academic	46	67	34	18	6	3.17	.856	.065
	Non-Acad		27	65	36	58	26	3.67	.988	.067

11.	Funds for Reagents/Chemicals .070			Academic				22	69	58	21	1	2.77	.925	
Non-Acad		9	34	69	69	31	3.51	3.08	.211						

From table 75, it could be noted that in item 1,a total of 82 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for the provision of adequate instructional materials in Universities in Nigeria. While 55 (disagreed or strongly disagreed) with Mean 2.34, S.D 1.889 S.E .068 with the general perception that fund is used judiciously for the provision of adequate instructional materials in Universities in Nigeria.A total of 34 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 48 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for the provision of adequate instructional materials in Universities in Nigeria.While 95(disagreed or strongly disagreed) with Mean 3.05 S.D 1.17 and S.E .080with the general perception that fund is used judiciously for the provision of adequate instructional materials in Universities in Nigeria.A total of 45 did not express their opinions probably due to lack of interest or knowledge on the subject matter that adequate fund has been allocated to Universities in Nigeria for capital projects.

From the above frequencies and percentages, one will find out that, there is inadequate provision of instructional materials in Universities in Nigeria.

In item 2, a total of 49 academic staff (strongly agreed and agreed) are of the view that availability of instructional materials motivates lecturers in discharging their responsibilities effectively. While 108 (disagreed or strongly disagreed) with Mean 2.72, S.D 1.12 S.E .086 with the general perception that availability of instructional materials motivates lecturers in discharging their responsibilities effectively.A total of 14 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 25 Non-Academic academic staff (strongly agreed and agreed) are of the view that availability of instructional materials motivates lecturers in discharging their responsibilities

effectively.While 147 (disagreed or strongly disagreed) with Mean 3.35 S.D 1.16 and S.E .080with the general perception that availability of instructional materials motivates lecturers in discharging their responsibilities effectively. A total of 40did not express their opinions probably due to lack of interest or knowledge on the subject matter thatavailability of instructional materials motivates lecturers in discharging their responsibilities effectively.

If one considers these responses one will finds out that availability of instructional materials to some extent motivates lecturers in discharging their responsibilities effectively.

In item 3,a total of 68 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for enrolment explosion and corresponding expansion of facilities and equipment in Universities in Nigeria. While 22 (disagreed or strongly disagreed) with Mean 2.75, S.D 1.05 S.E .080 with the general perception that fund is used judiciously for enrolment explosion and corresponding expansion of facilities and equipment in Universities in Nigeria.A total of 81 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 45 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for enrolment explosion and corresponding expansion of facilities and equipment in Universities in Nigeria.While 95 (disagreed or strongly disagreed) with Mean 3.32 S.D .978 and S.E .067 with the general perception that fund is used judiciously for enrolment explosion and corresponding expansion of facilities and equipment in Universities in Nigeria.A total of 72 did not express their opinions probably due to lack of interest or knowledge on the subject matter that fund is used judiciously for enrolment explosion and corresponding expansion of facilities and equipment in Universities in Nigeria.

From the above frequencies and percentages, one will find out that there isneed for adequate funding in respect of expansion of facilities and equipment to cater forenrolment explosion in Universities in Nigeria.

In item 4, a total of 71 academic staff (strongly agreed and agreed) are of the view that international bodies contribute immensely for the development of instructional materials and other relevant facilities in Universities in Nigeria. While 37 (disagreed or strongly disagreed) with Mean 3.51, S.D 1.26 S.E .096 with the general perception thatinternational bodies contribute immensely for the development of instructional materials and other relevant facilities in Universities in Nigeria. A total of 63 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 44 Non-Academic academic staff (strongly agreed and agreed) are of the view that international bodies contributes immensely for the development of instructional materials and other relevant facilities in Universities in Nigeria. While 79 (disagreed or strongly disagreed) with Mean 3.93 S.D 1.06 and S.E .073 with the general perception that international bodies contributes immensely for the development of instructional materials and other relevant facilities in Universities in Nigeria. A total of 41 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatinternational bodies contributes immensely for the development of instructional materials and other relevant facilities in Universities in Nigeria.

If one considers these responses, he will find out that international bodies contributes immensely for the development of instructional materials and other relevant facilities in Universities in Nigeria.

In item 5,a total of 63 academic staff (strongly agreed and agreed) are of the view that adequate is used for the provision of virtual libraries and other ICT facilities in Universities in Nigeria. While 55 (disagreed or strongly disagreed) with Mean 2.66, S.D .812 S.E .096 with the general perception adequate is used for the provision of virtual libraries and other ICT facilities in Universities in Nigeria. A total of 53did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 21 Non-Academic academic staff (strongly agreed and agreed) are of the view that adequate is used for the provision of

virtual libraries and other ICT facilities in Universities in Nigeria. While 150(disagreed or strongly disagreed) with Mean 3.29S.D 1.10 and S.E .076with the general perception that adequate is used for the provision of virtual libraries and other ICT facilities in Universities in Nigeria. A total of 41did not express their opinions probably due to lack of interest or knowledge on the subject matter that adequate is used for the provision of virtual libraries and other ICT facilities in Universities in Nigeria.

From the above frequencies and percentages, one will find out that there is need for adequate funding for the provision of virtual libraries and other ICT facilities in Universities in Nigeria.

In item 6, a total of 83 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously to aid teaching and learning activities in Universities in Nigeria via provision of adequate books. While 36 (disagreed or strongly disagreed) with Mean 2.70, S.D .931 S.E .071 with the general perception that fund is used judiciously to aid teaching and learning activities in Universities in Nigeria via provision of adequate books. A total of 52 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 42 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used judiciously to aid teaching and learning activities in Universities in Nigeria via provision of adequate books. While 133 (disagreed or strongly disagreed) with Mean 3.82 S.D 1.02 and S.E .071with the general perception that fund is used judiciously to aid teaching and learning activities in Universities in Nigeria via provision of adequate books. A total of 37did not express their opinions probably due to lack of interest or knowledge on the subject matter that fund is used judiciously to aid teaching and learning activities in Universities in Nigeria via provision of adequate books.

If one considers these responses one will finds out that there is need for adequate funding for the provision of adequate books in Universities in Nigeria.

In item 7, a total of 48 academic staff (strongly agreed and agreed) are of the view that lecturers in Universities in Nigeria are provided with adequate writing and assessing materials by their management. While 87 (disagreed or strongly disagreed) with Mean 2.90, S.D 1.03 S.E .079 with the general perception that lecturers in Universities in Nigeria are provided with adequate writing and assessing materials by their management.

A total of 36 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 31 Non-Academic academic staff (strongly agreed and agreed) are of the view that lecturers in Universities in Nigeria are provided with adequate writing and assessing materials by their management.While 154 (disagreed or strongly disagreed) with Mean 3.82 S.D .911 and S.E .062 with the general perception that lecturers in Universities in Nigeria are provided with adequate writing and assessing materials by their management.A total of 37 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatlecturers in Universities in Nigeria are provided with adequate writing and assessing materials by their management.

From the above frequencies, and percentages one will finds out that lecturers in Universities in Nigeria are provided with adequate writing and assessing materials by their management.

In item 8,a total of 91 academic staff (strongly agreed and agreed) are of the view that part of fund is allocated to instructional materials in Nigerian Universities. While 22 (disagreed or strongly disagreed) with Mean 2.77, S.D .925 S.E .070 with the general perception that part of fund is allocated to instructional materials in Nigerian Universities. A total of 58 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 22 Non-Academic academic staff (strongly agreed and agreed) are of the view that part of fund is allocated to instructional materials in Nigerian Universities. While 126 (disagreed or strongly disagreed) with Mean 3.61 S.D 1.11 and S.E .076 with the general perception that part of fund is allocated to instructional materials in Nigerian Universities.A total of 64 did not express their opinions probably due to lack of interest or knowledge on

the subject matter that part of fund is allocated to instructional materials in Nigerian Universities.

If one considers these responses one will finds out that Universities in Nigeria provides instructional material using the available fund.

In item 9,a total of 65 academic staff (strongly agreed and agreed) are of the view that provision of instructional materials witnessed an increased from the fund allocated Universities in Nigeria. While 32 (disagreed or strongly disagreed) with Mean 3.21, S.D 1.03 S.E .078 with the general perception that provision of instructional materials witnessed an increased from the fund allocated Universities in Nigeria. A total of 74 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 43 Non-Academic academic staff (strongly agreed and agreed) are of the view that provision of instructional materials witnessed an increased from the fund allocated Universities in Nigeria.While 83(disagreed or strongly disagreed) with Mean 3.61 S.D 1.11 and S.E .076 with the general perception that provision of instructional materials witnessed an increased from the fund allocated Universities in Nigeria.A total of 64 did not express their opinions probably due to lack of interest or knowledge on the subject matter that provision of instructional materials witnessed an increased from the fund allocated Universities in Nigeria.

From the above frequencies and percentages, one will find that there is need for an increase for the provision of instructional materials from the fund allocated to Universities in Nigeria.

In item 10,a total of 113 academic staff (strongly agreed and agreed) are of the view that fund is used to provide personal computers or laptops to staff in Nigeria Universities. While 24 (disagreed or strongly disagreed) with Mean 3.17, S.D .856 S.E .065 with the general perception that fund is used to provide personal computers or laptops to staff in Nigeria Universities.A total of 34 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 92 Non-Academic academic staff (strongly

agreed and agreed) are of the view that fund is used to provide personal computers or laptops to staff in Nigeria Universities.While 84 (disagreed or strongly disagreed) with Mean 3.67 S.D .988 and S.E .067 with the general perception that fund is used to provide personal computers or laptops to staff in Nigeria Universities.A total of 36 did not express their opinions probably due to lack of interest or knowledge on the subject matter thatfund is used to provide personal computers or laptops to staff in Nigeria Universities.

If one considers these responses one will finds out that fund is not used judiciously for the provision of personal computers or laptops to staff in Universities in Nigeria.

In item 11,a total of 91 academic staff (strongly agreed and agreed) are of the view that adequate reagents/chemicals are being provided for instructional work. While 22 (disagreed or strongly disagreed) with Mean 2.77, S.D .925 S.E .070 with the general perception that adequate reagents/chemicals are being provided for instructional work. A total of 58 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 43 Non-Academic academic staff (strongly agreed and agreed) are of the view that adequate reagents/chemicals are being provided for instructional work. While 100 (disagreed or strongly disagreed) with Mean 3.51 S.D 1.01 and S.E .0.211 with the general perception that adequate reagents/chemicals are being provided for instructional work. A total of 69 did not express their opinions probably due to lack of interest or knowledge on the subject matter that adequate reagents/chemicals are being provided for instructional work.

From the above frequencies and percentage, one will find out that there is need for adequate reagents/chemicals to be provided for instructional work in Universities in Nigeria.

Research Question 5

Table 76: Opinions of Stake Holders on Staffing

S/N	Staffing	Stakeholders	SA	A	UD	D	SD	Mean	S.D	S.E
1.	Funds for Adq. & Qual. Staff	Academic	11	63	40	54	3	2.85	.998	.076
		Non-Acad	14	43	44	61	50	3.42	1.23	.084
2.	Staff Allows. & Other benefits	Academic	20	68	28	48	1	2.59	1.07	.081
		Non-Acad	29	86	39	30	28	2.72	1.24	.085
3.	Funds used for Academic Staff	Academic	22	71	30	47	1	2.61	1.04	.079
		Non-Acad	21	43	65	44	39	3.17	1.23	.084
4.	Funds & Brain Drain Phenomena	Academic	37	68	56	9	1	2.42	.999	.076
		Non-Acad	12	70	80	19	29	2.80	1.25	.086
5.	Funds for Staff welfare	Academic	28	77	32	33	1	2.23	.869	.066
		Non-Acad	31	68	55	28	30	2.91	1.09	.075
6.	Funds & Staff Inadequacy	Academic	30	63	47	30	1	2.46	.995	.076

	Non-Acad	14	43	78	44	33	3.18	1.12	.077
7. Funds & Enabling Enviroment	Academic	24	64	40	38	5	2.62	1.06	.081
	Non-Acad	12	46	53	63	38	3.32	1.16	.080
8. Avail/Funds & Edu. Goals	Academic	20	45	62	39	5	2.78	1.01	.077
Non-Acad	18	39	37	85	33	3.35	1.19	.082	
9. Funds & Staffing problems	Academic	5	17	34	80	35	3.71	.995	.076
Non-Acad	23	23	68	62	36	3.30	1.19	.082	
10. Funds for Staff Prom/Retention	Academic	41	45	29	49	7	2.62	1.24	.094
Non-Acad	17	66	44	54	31	3.07	1.21	.083	
11. Adeq. No of Staff in Dept. & Unit.	Academic	41	86	30	13	1	2.10	.874	.066
	Non-Acad	17	70	29	52	44	3.16	1.30	.089
12. Staff sponsored for high Degrees	Academic	14	24	32	77	24	3.42	1.14	.087
	Non-Acad	15	47	48	61	41	3.31	1.21	.083
13. Funds & Staff Compt. Literacy	Academic	19	45	49	55	3	2.87	1.04	.079
Non-Acad	21	86	27	52	25	3.12	3.78	.259	
14. Offices are internet connected	Academic	43	34	40	38	16	2.70	1.31	.100
Non-Acad	33	47	36	54	42	3.11	1.37	.094	

From table 76,it could be deduced that in item 1, a total of 74 academic staff (strongly agreed and agreed) are of the view that fund is used in the appointment of adequate and qualified staff in Nigerian Universities. While 57 (disagreed or strongly disagreed) with Mean 2.85, S.D .998 S.E .076 with the general perception that fund is used in the appointment of adequate and qualified staff in Nigerian Universities.A total of 40 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 57 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used in the appointment of adequate and qualified staff in Nigerian Universities.While 116 (disagreed or strongly disagreed) with Mean 3.42 S.D 1.23 and S.E .084with the general perception that fund is used in the appointment of adequate and qualified staff in Nigerian Universities.A total of 44did not express their opinions probably due to lack of interest or

knowledge on the subject matter that fund is used in the appointment of adequate and qualified staff in Nigerian Universities.

Form the above frequencies and percentages one will finds out that, there is need for adequate fund for the appointment of adequate and qualified staff in Nigerian universities.

In item 2, a total of 88 academic staff (strongly agreed and agreed) are of the view that staff in Universities in Nigeria enjoy related allowances and other benefits due to them. While 49 (disagreed or strongly disagreed) with Mean 2.59, S.D 1.07 S.E .081 with the general perception that staff in Universities in Nigeria enjoy related allowances and other benefits due to them. A total of 28 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 115 Non-Academic academic staff (strongly agreed and agreed) are of the view that staff in Universities in Nigeria enjoy related allowances and other benefits due to them. While 58 (disagreed or strongly disagreed) with Mean 2.72 S.D 1.24 and S.E .085 with the general perception that staff in Universities in Nigeria enjoy related allowances and other benefits due to them.Atotal of 39 did not express their opinions probably due to lack of interest or knowledge on the subject matter that staff in Universities in Nigeria enjoy related allowances and other benefits due to them.

If one considers these responses one will find out that staff Universities in Nigeria enjoy related allowances and other benefits due to them.

In item 3, a total of 93 academic staff (strongly agreed and agreed) are of the view that available fund is used to attract experienced academic staff in Nigerian Universities. While 48 (disagreed or strongly disagreed) with Mean 2.61, S.D 1.04 S.E .079 with the general perception that available fund is used to attract experienced academic staff in Nigerian Universities. A total of 30 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 64 Non-Academic academic staff (strongly agreed and agreed) are of the view that available fund is used to attract experienced academic staff in Nigerian Universities. While 83 (disagreed or strongly disagreed) with

Mean 3.17 S.D 1.23 and S.E .084 with the general perception that available fund is used to attract experienced academic staff in Nigerian Universities. A total of 65 did not express their opinions probably due to lack of interest or knowledge on the subject matter that available fund is used to attract experienced academic staff in Nigerian Universities.

From the above frequencies and percentages, one will find out that there is need for the provision of adequate funding to attract experienced academic staff in Nigerian universities.

In item 4,a total of 105 academic staff (strongly agreed and agreed) are of the view that fund is used to address the issue of brain-drain phenomena in Universities in Nigeria. While 10 (disagreed or strongly disagreed) with Mean 2.42, S.D .999 S.E .076 with the general perception that fund is used to address the issue of brain-drain phenomena in Universities in Nigeria.A total of 56 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 82 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used to address the issue of brain-drain phenomena in Universities in Nigeria. While 39(disagreed or strongly disagreed) with Mean 2.80 S.D 1.25 and S.E .086with the general perception thatfund is used to address the issue of brain-drain phenomena in Universities in Nigeria.A total of 80did not express their opinions probably due to lack of interest or knowledge on the subject matter thatfund is used to address the issue of brain-drain phenomena in Universities in Nigeria.

If one considers these responses one will finds out that there is need for adequate funding to address the issue of brain drain phenomena in Universities in Nigeria.

In item 5,a total of 105 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously for staff welfare in Universities in Nigeria. While 34 (disagreed or strongly disagreed) with Mean 2.23, S.D .869 S.E .066 with the general perception that fund is used judiciously for staff welfare in Universities in Nigeria. A total of 32 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 99 Non-Academic academic staff (strongly agreed and agreed)are of the view that fund is used

judiciously for staff welfare in Universities in Nigeria. While 58 (disagreed or strongly disagreed) with Mean 2.91 S.D 1.09 and S.E .075with the general perception thatfund is used judiciously for staff welfare in Universities in Nigeria. A total of 55 did not express their opinions probably due to lack of interest or knowledge on the subject matter that fund is used judiciously for staff welfare in Universities in Nigeria.

From the above frequencies and percentages, one will find out that there is need for adequate funding for welfare of staff in Universities in Nigeria.

In item 6, a total of 93 academic staff (strongly agreed and agreed) are of the view that fund is used to address in adequacy of staff in Universities in Nigeria. While 31 (disagreed or strongly disagreed) with Mean 2.46, S.D .995 S.E .076 with the general perception that fund is used to address in adequacy of staff in Universities in Nigeria. A total of 47 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 57 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used to address in adequacy of staff in Universities in Nigeria. While 77 (disagreed or strongly disagreed) with Mean 3.18 S.D 1.12 and S.E .077with the general perception thatfund is used to address in adequacy of staff in Universities in Nigeria. A total of 78 did not express their opinions probably due to lack of interest or knowledge on the subject matter that fund is used to address in adequacy of staff in Universities in Nigeria.

If one considers these responses one will finds out that there is need for adequate funding to address of staff in Universities in Nigeria.

In item 7,a total of 88 academic staff (strongly agreed and agreed) are of the view that fund is used judiciously to provide enabling environment for staff development. While 43 (disagreed or strongly disagreed) with Mean 2.62, S.D 1.06 S.E .081 with the general perception that fund is used judiciously to provide enabling environment for staff development.A total of 40 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 58 Non-Academic academic staff (strongly

agreed and agreed) are of the view that fund is used judiciously to provide enabling environment for staff development.While 101 (disagreed or strongly disagreed) with Mean 3.32 S.D 1.16 and S.E .080 with the general perception thatfund is used judiciously to provide enabling environment for staff development.A total of 53did not express their opinions probably due to lack of interest or knowledge on the subject matter thatfund is used judiciously to provide enabling environment for staff development.

From the above frequencies and percentages, one will find out that there is need for adequate funding, to provide an enabling environment for staff development in Universities in Nigeria.

In item 8,a total of 65 academic staff (strongly agreed and agreed) are of the view that availability of fund is used judiciously in Universities in Nigeria for the achievement of educational goals. While 44 (disagreed or strongly disagreed) with Mean 2.78, S.D 1.01 S.E .077 with the general perception that availability of fund is used judiciously in Universities in Nigeria for the achievement of educational goals. A total of 62 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 57 Non-Academic academic staff (strongly agreed and agreed) are of the view that availability of fund is used judiciously in Universities in Nigeria for the achievement of educational goals. While 118 (disagreed or strongly disagreed) with Mean 3.35 S.D 1.19 and S.E .082 with the general perception thatavailability of fund is used judiciously in Universities in Nigeria for the achievement of educational goals. A total of 37 did not express their opinions probably due to lack of interest or knowledge on the subject matter that availability of fund is used judiciously in Universities in Nigeria for the achievement of educational goals.

If one considers these responses one will finds out that majority of the respondents agreed that Universities in Nigeria is thriving hard to achieve the desired educational goals.

In item 9,a total of 22 academic staff (strongly agreed and agreed) are of the view that fund is a panacea to staffing problems in Universities in Nigeria. While 115(disagreed or strongly

disagreed) with Mean 3.71, S.D .995 S.E .076with the general perception that fund is a panacea to staffing problems in Universities in Nigeria. A total of 34did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 46 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is a panacea to staffing problems in Universities in Nigeria. While 98(disagreed or strongly disagreed) with Mean 3.30 S.D 1.19 and S.E .082with the general perception thatfund is a panacea to staffing problems in Universities in Nigeria. A total of 68did not express their opinions probably due to lack of interest or knowledge on the subject matter thatfund is a panacea to staffing problems in Universities in Nigeria.

From the above frequencies and percentages, one will find out that fund is apanacea to staffing problem in Universities in Nigeria.

In item 10,a total of 86 academic staff (strongly agreed and agreed) are of the view that fund is used for promotion and retention of staff in Universities in Nigeria. While 56(disagreed or strongly disagreed) with Mean 2.62, S.D 1.24S.E .094with the general perception that fund is used for promotion and retention of staff in Universities in Nigeria.A total of 29did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 83 Non-Academic academic staff (strongly agreed and agreed) are of the view that fund is used for promotion and retention of staff in Universities in Nigeria.While 85(disagreed or strongly disagreed) with Mean 3.07S.D 1.21 and S.E .083with the general perception thatfund is used for promotion and retention of staff in Universities in Nigeria.A total of 44did not express their opinions probably due to lack of interest or knowledge on the subject matter thatfund is used for promotion and retention of staff in Universities in Nigeria.

If one considers these responses one will be able to find out that Universities in Nigeria are using available fund for promoting and retention of its staff for overall development of the institution.

In item 11,a total of 127 academic staff (strongly agreed and agreed) are of the view that each department or unit has adequate number of staffs. While 32 (disagreed or strongly disagreed) with Mean 2.10, S.D .874 S.E .066 with the general perception that each department or unit has adequate number of staffs. A total of 30 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 87 Non-Academic academic staff (strongly agreed and agreed) are of the view that each department or unit has adequate number of staffs. While 96 (disagreed or strongly disagreed) with Mean 3.16 S.D 1.30 and S.E .089 with the general perception thateach department or unit has adequate number of staff. A total of 29 did not express their opinions probably due to lack of interest or knowledge on the subject matter that each department or unit has adequate number of staffs.

From the above frequencies and percentage, it can be deduced that there is inadequate staff in each department or unit of the university.

In item 12,a total of 38 academic staff (strongly agreed and agreed) are of the view that staff in Universities in Nigeria are sponsored to have higher degrees. While 101 (disagreed or strongly disagreed) with Mean 3.42, S.D 1.14 S.E .087 with the general perception that staff in Universities in Nigeria are sponsored to have higher degrees. A total of 32 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 62 Non-Academic academic staff (strongly agreed and agreed) are of the view that staff in Universities in Nigeria are sponsored to have higher degrees. While 102 (disagreed or strongly disagreed) with Mean 3.31 S.D 1.21 and S.E .083 with the general perception thatstaff in Universities in Nigeria are sponsored to have higher degrees. A total of 48 did not express their opinions probably due to lack of interest or knowledge on the subject matter that staff in Universities in Nigeria are sponsored to have higher degrees.

If one considers these responses one will be able to find out that Universities in Nigeria sponsors their staff to have higher degrees.

In item 13, a total of 64 academic staff (strongly agreed and agreed) are of the view that staff in Universities in Nigeria are computer literate by the provision made by their management. While 58 (disagreed or strongly disagreed) with Mean 2.87, S.D 1.04S.E .079 with the general perception that staff in Universities in Nigeria are computer literate by the provision made by their management.A total of 49did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 107 Non-Academic academic staff (strongly agreed and agreed) are of the view that staff in Universities in Nigeria are computer literate by the provision made by their management.While 77(disagreed or strongly disagreed) with Mean 3.12S.D 1.1.07 and S.E ..225with the general perception thatstaff in Universities in Nigeria are computer literate by the provision made by their management.A total of 48 did not express their opinions probably due to lack of interest or knowledge on the subject matter that staff in Universities in Nigeria are computer literate by the provision made by their management.

If one considers these responses one will be able to finds out that there is no provision by Universities in Nigeria management to their staff to be computer literates in order to be up to date with the latest technology.

In item 14,a total of 77 academic staff (strongly agreed and agreed) are of the view that every office of staff in Universities in Nigeria are internet connected. While 54 (disagreed or strongly disagreed) with Mean 2.70, S.D 1.31 S.E .100 with the general perception that every office of staff in Universities in Nigeria are internet connected.A total of 40 did not express their opinions probably due to lack of interest or knowledge on the subject matter. A total of 80 Non-Academic academic staff (strongly agreed and agreed) are of the view that every office of staff in Universities in Nigeria are internet connected.While 96 (disagreed or strongly disagreed) with Mean 3.11 S.D 1.37 and S.E .94 with the general perception that every office of staff in Universities in Nigeria are internet connected.A total of 36 did not

express their opinions probably due to lack of interest or knowledge on the subject matter thatevery office of staff in Universities in Nigeria are internet connected.

From the above frequencies and percentages, one will find out that most of the staff offices are not internet connected.

4.7Hypotheses Testing

Five hypotheses were formulated and tested for this study. The hypotheses were based on data collected on the items related to the topic; "Perception of Stakrholders on funding and management of Federal Universities in Nigeria (2011-2017). The testing was on all items or variables related to management of Universities in Universities in Nigeria.

All the testing of null hypotheses (Ho) focused on the Influence of funding on Management of Federal Universities in Nigeria 2011-2017. t-test was employed in testing the null hypotheses. The level of significance set for the study is 0.05 ($P<0.05$). This means that when the probability value is lower than the level of significance set for the study, the hypothesis is rejected. But, if on the other hand, the probability value is higher than the level of significance, the hypothesis is retained. Where the hypothesis was rejected.

4.7.1: Null Hypothesis 1 (Ho1):

$H0_1$: There is no significantdifference in the opinions of academic and non-academic staff on funding and staff development in Federal Universities in Nigeria from 2011-2017.

This hypothesis was tested by subjecting the opinions of academic and non-academic staff on funding and staff development to a t-test analysis and presented in table 76.

Table 77: t-test Result on the Opinions of Academic and Non-Academic Staff on Funding and Staff Development in Federal Universities in Nigeria 2011-2017.

Variables	N	Mean	S.D	t-Cal	*p*-Value	Decision
Academic Staff	171	30.93	7.324	-4.464	.000	H_0 Rejected
Non-Academic Staff	212	34.41	7.789			

From the result of Table 77, difference in the opinions of academic staff (Mean = 30.93; SD = 7.324) and non-academic staff (Mean = 34.41; SD = 7.789) though negative was significant, $t(381) = -4.464$, $p = .000$. This indicates a significant difference in the opinions of academic and non-academic staff because the p-value is less than the .05 level of significance. Therefore, H_{01} which states that there is no significant difference in the opinions of academic and non-academic staff on funding and staff development in Federal universities in Nigeria was rejected.

$H0_2$: There is no significantdifference in the opinion of stake holders on funding and the provision of infrastructural facilities in Federal Universities in Nigeria from 2011-2017.

This hypothesis was tested by subjecting the opinions of stake holders on funding and the provision of infrastructural facilities to a t-test analysis and presented in table 77.

Table 78: t-test Result on the Opinions of Stake Holders on Funding and Research Development in Federal Universities in Nigeria 2011-2017.

Variables	N	Mean	SD	t-Cal	*p*-Value	Decision
Academic Staff	171	30.01	9.019	-5.780	.000	H_0 Rejected
Non-Academic Staff	212	35.21	8.533			

From the result of table 78, difference in the opinions of academic staff (Mean = 30.01; SD = 9.019) and non-academic staff (Mean = 35.21; SD = 8.533) though negative was significant, $t(381) = -5.780$, $p = .000$. This indicates a significant difference in the opinions of stake holders because the p-value is less than the .05 level of significance. Therefore, H_{03} which states that there is no significant difference in the opinions of stake holders on funding and research development in Federal Universities in Nigeria was rejected.

$H0_4$: There is no significantdifference in the opinion of stake holders on funding and the provision of instructional materials and equipment in Federal Universities in Nigeria from 2011-2017.

This hypothesis was tested by subjecting the opinions of stake holders on funding and the provision of instructional materials and equipment to a t-test analysis and presented in table 78.

Table 79: t-test Result on the Opinions of Stake Holders on Funding and the Provision of Infrastructural Facilities in Federal Universities in Nigeria 2011-2017.

Variables	N	Mean	SD	t-Cal	*p*-Value	Decision
Academic Staff	171	29.36	7.508	-8.249	.000	H_0 Rejected
Non-Academic Staff	212	36.16	8.416			

From the result of table 78, difference in the opinions of academic staff (Mean = 29.36; SD = 7.508) and non-academic staff (Mean = 36.16; SD = 8.416) though negative was significant, $t(381) = -8.249$, $p = .000$. This indicates a significant difference in the opinions of stake holders because the p-value is less than the .05 level of significance. Therefore, H_{02} which states that there is no significant difference in the opinions of stake holders on funding and the provision of infrastructural facilities in Federal Universities in Nigeria was rejected.

$H0_3$: There is no significantdifference in the opinion of stake holders on funding and research development in Federal Universities in Nigeria from 2011-2017.

This hypothesis was tested by subjecting the opinions of stake holders on funding and research development to a t-test analysis and presented in table 79.

Table 80: t-test Result on the Opinions of Stake Holders on Funding and the Provision of Instructional Materials and Equipment in Federal Universities in Ngeria 2011-2017.

Variables	N	Mean	S.D	t-Cal	*p*-Value	Decision
Academic Staff	171	31.12	7.145	-9.272	.000	H_0 Rejected

Non-Academic Staff	212	38.53	8.259

From the result of table 80, difference in the opinions of academic staff (Mean = 31.12; SD = 7.145) and non-academic staff (Mean = 38.53; SD = 8.259) though negative was significant, $t(381) = -9.272$, $p = .000$. This indicates a significant difference in the opinions of stake holders because the p-value is less than the .05 level of significance. Therefore, H_{04} which states that there is no significant difference in the opinions of stake holders on funding and the provision of instructional materials and equipment in Federal Universities in Nigeria was rejected.

$H0_5$: There is no significantdifference in the opinion of stake holders on funding and staffing in Federal Universities in Nigeria from 2011-2017.

This hypothesis was tested by subjecting the opinions of stake holders on funding and staffing to a t-test analysis and presented in table 80.

Table 81: t-test Result on the Opinions of Stake Holders on Funding and Staffing in Federal Universities in Nigeria 2011-2017.

Variables	N	Mean	S.D	t-Cal	*p*-Value	Decision
Academic Staff	171	38.06	9.989	-5.409	.000	H_0 Rejected
Non-Academic Staff	212	44.00	11.18			

From the result of table 81, difference in the opinions of academic staff (Mean = 30.06; SD = 9.989) and non-academic staff (Mean = 44.00; SD = 11.18) though negative was significant, $t(381) = -5.409$, $p = .000$. This indicates a significant difference in the opinions of stake holders because the p-value is less than the .05 level of significance. Therefore, H_{05} which states that there is no significant difference in the opinions of stake holders on staffing in universities in Nigeria was rejected.

4.8 Summary of Major Findings

The study revealed that:

a. Funds allocated to Federal Universities in Nigeria from 2011-2017enhanced more in-service training locally for staff development, but less in-service training abroad, hoever, for local conferences and workshops the finds a;;ocated were not enough.
b. The funds allocated to federal universities by government and non-governmental organization from 2011-2017 were used to used to enhance research development in most of the universities in Nigeria. In terms of ICT Programmes and provision of relevant facilities to research institutes
c. The funds allocated Federal Universities in Nigeria from 2011-2017were not enough to provide and manageinfrastructural facilities such as, Hostels, games fields, roads, water facilities, electrical facilities, offices, Halls and theatres
d. Availability of funds in Federal Universities in Nigeria from 2011-2017enhanced the provision of virtual computers, Laptops, chemicals, Libraries, books and stationaries.
e. Availability of fundsenhanced the recruitment of adequate and competent staff in Federal Universitiesin Nigeria from 2011-2017. The availability of funds also enhacedthe promotion and retention of staff in federal universities in Nigeria.

4.9 Discussion of Findings

The study was conducted to explore the influence of Funding on Management of Federal Universities in Nigeria (2011-2017). The researcher however also focussed on key areas that relates to funding and management of universities in Nigeria. These include, Staff development, Research Development, Provision of Infrastructural Facilities, Provision of Instructional Materials and finally Stafing for the revatilization of universities in Nigeria. The discussion is on the major findings identified from the study.

According to the major findings of this study availble fund allocated to Universities in Nigeria is used judiciously is not suprising. This is because it is used for in-service training locally for

staff development in the universities, but in terms of in-service training abroad it is minimal, like wise local conferences and workshops are not sponsored regularly and also acquiring relevant skills by the staff is also minimal. This is as a result of some buearectratic bottlenecks especially in the process of application and also accessing funds from TETFund and from the management of universities. This negates view of Funmilayo (2014) who views Staff development as very important in the operation of the university system as the required number of staff and the staffs in mix are important for accreditation.

In the area of academic staff in Universities in Nigeria the major findings from this study showed that, sabbatical leave is grantedwhen all conditions are satisfied. In terms of ICT workshops for the acquisition of computer literacy Universities in Nigeria to some extent sponsored its staff. This finding is in line the view of Tanotndip (2009) who sees the cademic staff as the implementers of education policies and programmes. On the other hand, this study found out that overseas conferences play a crucial role in making participants up to date with the current issues of development, but unfortunately these conferences are not sponsored regularly. This finding is in line with Oyebanji (2012) who lamented that academic staff going for both local and international conferences at their own expences.This study also found out that available funding is used for the on-the-job training in terms of motivating staff but to maintain membership of the organization is inadequate. This is in support of Ngu (1990) view that on-the job-training as one of the ways of ensuring staff development.

From the study in terms of research development it was found out that Universities in Nigeria used the available fund for research development. This finding is in support of Akpachapo (2009) that universities are charged with the creation of knowledge and it is primary mandates in creating knowledge a lot research has to be taken by universities and research centres. But according to him Nigeria spends poorly far less than 1% of GNP recommended by OAU. The study also found out that, research institutes activities are

aimed at improving economic growth and national development. This is because researches conducted are always ready for public consumption and researchers are being sponsored to carry out their activities. This negates view of Saint et al (2003) and Okocha (2008) who stressed rest of the including African countries are representing only 4% of the world total research and development investment and Nigeria prefer spending more on sports, cultural festivals and the military leaving peanuts for research and developmentFurthermore, this study showed that ICT programmes for the development of research are being sponsored. This also negates the above views that Nigeria's Federal university spends only 1.3% of its budget on research.

The study found out that chemicals, relevant facilities and equipment are being provided to research institutes for research development in Universities in Nigeria. In terms of the researches conducted it was agreed that the researchers are based on international standard, it was also agreed that researchers are fully funded with the help of external donors. This finding is in support of Bako (2005) that less than 10% of the university based research is funded externally by foreign bodies.

From the study it was found that Universities in Nigeria is using the available fund for the provision infrastructural facilities, this in turn pave way for conducive atmosphere to aid teaching – learning activities in the universities.The study also discovered that repairs are carried out as at when due using the available fund. This finding neagates Ijaiya (2001) view that Nigerians have not yet developd the culture of maintaining facilities, especially public utilities. The study found out that there are also efforts in respect of strategic planning to improve Nigerian universities physical development. This finding is in line with Aminu (1987) view that accused universities of poor strategic planning in its physical development. On the other hand, the study showed that office accommodation facilities are not adequately provided to staff in Universities. This also supports Adeyemi and Ignibiweke (2000) views

that when these infrastructural facilities are inadequate teaching and learning is impaired. This implies that the quality of teaching and learning is adversely affected.

The study also found out that available fund is used for the provision of equipment and facilities for the efficient management of its operations. This finding is in support of Adeyemi and Igbinewke (2000) who advocated that inadequacy of any category of these physical facilities could lead to ovewercrowding, stress, unruly behaviour, distractions and gradual decay of symbolic things that help pattern human behaviour. On the other hand, the study showed that there is inadequate accommodation for students in Universities to meet the increasing student population in the institution. This finding is in line with Kayode (2000) view that Nigerian undergraduates were accomadated in a hotel environment of at least one-star grade. But now experienced has shown that the hotel accommodation of those days has now become overcrowded hostel where aroom meant for two is shared by up to six. But even this crowded facility is for the lucky few. However, the study discovered that there is need for expansion of halls, theatres and other facilities, but unfortunately expansion of these physical facilities is inadequate. This finding is in support of Adeyemi and Igbinewke (2000) who advocated that inadequacy of any category of these physical facilities could lead to ovewercrowding, stress, unruly behaviour, distractions and gradual decay of symbolic things that help pattern human behaviour.

The study discovered that fast-decaying playing grounds facilities and infrastructures need to be re-addressing for sports development in the universities. The study also found out that there is also inadequate funding for capital project in Universities in Nigeria. This is in line with the view of Ochuba (2001) who believe that infrastructural facilities are fast decaying. The facilities here include lecture hall/theatres/ laboratories, workshops and so on.

According to the major findings of this study results showed that even though the importance of instructional materials in universities cannot be overemphasized yet their supply to Universities in Nigeria is inadequate. This is line with the view of Anigho who

posited that instructional materials be given more attention in the universities. The study also showed that the availability of instructional materials motivates lecturers in discharging their responsibilities effectively for the success of instructional work in the universities. To cater for enrolment explosion in Universities the study found out that there is need for expansion of facilities and relevant equipment. Results from the study showed that international bodies contribute immensely for the provision of instructional materials and other facilities in Universities. The study also found out that available fund is used for the provision of virtual libraries, books and other facilities in order to be up to date with the current technology. This finding is in line with that of Oyedeji (2000), Owvwigho (1991) and World Bank (1994).

The studyshowed that adequate writing and assessing materials are being provided. This finding is in line with Shaddy (2008) view that the use of instructional materials is affected by their availability and ease access. On the other hand, there is need for an increase for the provision of instructional materials from the fund allocated to Universities in Nigeria. This finding negates Aramide and Bolarinwa (2010) views that there seems to be in Nigerian Schools an alrming shortage and even complete absence of of instructional materials. The study also found out that there is need for the provision of personal computers or laptops to staff in Universities in Nigeria as this will boost their morale in carrying out their activities. This finding is in line with Angaye (2005) view that else where in the advanced countries enphasis is on virtual libraries in which computer and Telecommunications technologies make access to a wide range of information resources. The study also found out that, adequate chemicals/reagents needs to be provided for the success of instructional work in Universities in Nigeria.

The study found out that available fund is used in the appointment of adequate and qualified staff in Nigerian universities as a result staff in these universities enjoy related allowances and other benefits due to them but no sufficient. This finding is in support of

Aluede et al (2012) view that it is well reported that there is inadequate academic staff in number and quality in Nigerian university system. On the other hand, the study showed that there is need for adequate funding to attract experienced academic staff in Nigerian universities. This finding is in line with Utile (2008) and Ogu (2008) views that there has been a reduction in the ability of the universities to attract and retain top graduating students and staff. Over the years according to them the relatively poor university salary structure caused some of the best candidates from the universities to drift to industries and the universitiesn had no option than to recruit or incorporate less brilliant but qualified applicants at their disposal. However, this study found out that the issue of brain drain has to be readdress as thus prove to be a cog in a wheel for the development of Nigerian universities. This finding is in support of Uwaifo (2010) Chineze and Stella (2013) views that about 45% of all Nigerian professionals incuding technical educators have left the Nigerian Shores. 500 lecturers from Nigerian universities continue to migrate each yaer particularly to Europe, America and other African countries where the conditions of service are relatively better. On the other hand, the found out that welfare of staff in Universities in Nigeria is inadequate as this will demoralized them in the pursuit of higher education objectives based on National policy on education; therefore, provision of enabling environment is needed.

The study showed that Universities in Nigeria is thriving hard for the attainment of educational goals, it was also found out that adequate funding is a panacea to staffing problem in Universities in Nigeria. On the other hand, the study revealedthat there is inadequate staffing in Universities. The study also discovered that Universities in Nigeria sponsors its staff to have higher degrees, and available fund is used for promotion and retention of staff in Universities. According to the findings this study showed that most of the offices of staff in Universities in Nigeria are not internet connected. This finding is in line with Akpocahpo (2009) and NUC views that alrted the nation that less than 20% of nation's vasities have acces to ICT. The NUC further added that a prediction to the alert taht it will

take Nigeria between 20-35 years to catch up with the situation in the United States of America, if we start now to appreciate and provide internet facilities snd connectivity. ICT is a sine qua non in research and development.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Introduction

This chapter treats the summary of findings, conclusions and recommendations. Extensive review of related literature was done concerning published works, theses, scholarly journals, texts books and newspapers; the reviewed literature was presented in sections according to the main areas of the study. Data was gathered from respondents through a questionnaire which was divided into six sections. Section one dealt with personal information of

respondents, while the remaining sections contained the questions needs to be answered by the respondents. A total of five hypotheses were set for the study. The analysis of the data was done using tabulation of the frequencies and percentages of responses to items on the questionnaire.

5.2 Summary

The content of this are five chapters. Chapter one dealt with the background to the study, statement of the problem, objectives of the study, research questions, null hypotheses. These statements were stated to reflect Impact of funding on management of Universities in Nigeria. Basic assumptions significant of the study, scope of the study anddefinition of operational terms were aqually stated in this chapter.

Chapter two of this study reviwed related literature in order to establish theoretical base for the study. Thus, areas covered include, introduction, conceptual framework, theoretical framework, Funding and Staff development in universities in Nigeria, funding and research development in universities in Nigeria, funding and the provision of infrastructural facilities in universities in Nigeria, funding and the provision of instructional materials in universities in Nigeria, funding and staffing in universities in Nigeria. Areas also reviewed are, a brief description of Nigerian higher education system, University management in Nigeria, system of governace and management of higher educationinstitutions at the national level, problems of university management in Nigeria, historical development of university education in Nigeria, financing higher education in Nigeria, problems of funding and utilization in tertiary institutions in Nigeria, Tertiary education trust fund (TETFund), funding and internationalization of Nigerian universities, Public Private Partnership University-Industry Partnership in Nigeria were also reviewed. Empirical studies relevant to the study were also examined.

Chapter three focuses on the research methodology used. The survey method was the design chosen for the study. Six universities purposively selected from each geo-polical

zone that comprises both federal and state universities plus one specialized university were sampled. Relevant tables were presented in chapter three to show this. The instrument used was a well designed structured questionnaire with seven sections (FAMU, 2017) each containg various items related to the study (Fifty-seven items). The subjects of the study were Vice Chancelors, Deputy Vice Chancelors, Deans, Head of Departmentss and other research fellows from the cademic cycle, and Bursary staff and othe staff from academic office. The Pilot study and reliability of the instrument showed that the instrument is reliable for the study. The method of the data analysis used for the study showed that both descriptive, inferential statistic, means, frequencies and percentages were used for the data analysis. The t-test was used in testing five hypotheses at 0.05 level of significance.

Chapter four presented, analyzed and discussed data collected from the opinions of respondents from the six selected universities sampled for the study. The presentation and analysis of data sataed with the Bio data of respondents, Age, Designation, Marital Status, Gender, Years of Service and Educational Qualification.All the five null hypotheses were rejected.

Chapter five presented the Summary, Conclusion, Recommendations and Suggestions for further Studies.

5.3 Conclusions

On the basis of the findings it could be concluded that:

1. Staff development in most universities in terms of training, conferences, workshops was not adequate because of shortage of funds especially abbraod.
2. Research development in most universities was affected due to the shortage of funds.
3. The provision of infrastructural facilities such as, roads, theatres, halls,

hostels, staff quarters, games fields, water and electricity were not adequate due to the shortage of funds in most Federal Universities in Nigeria.

4. Provision of instructional materials in most federal was affected by shortage of funds.
5. In most Federal Universities in Nigeria from 2011-2017 staffing was not affected by fund allocation.

5.4 Recommendations

Based on the findings and conclusion of thisthe following recommendations were made:

1. Federal Universities should be fully funded to develop staff adequately.
2. More funds should be provided for research and development in federal universities.
3. There should adequate provision of infrastructural/physical facilities in federal universities in Nigeria.
4. There should be adequate provision of instructional facilities in federal universities in Nigeria to enhance effective teaching and learning.
5. Efferts should be made to enhance staff situation in federal universities where academic staff are inadequate. This will help to enhance effective teaching and learning.

5.7 Suggestions for Further Studies

Based on the findings and conclusions of the research, the following suggestions for further research were made:

i. Impact of Internally Generated Revenue on Management of Federal Universities in Nigeria (2013-2018).

ii. Effect of Brain Drain Syndrome on Management of Federal Universities in Nigeria (2012-2018).

iii. Petrception of Stakeholdrs on provison of Infrastructural/Instructional facilities on management of federal universities in Nigeria (2014-2018).

iv. Perception of Stakeholders on research development on management of federal universities in Nigeria.

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APPENDIX A

(FAMU 2017)

Questionnaireon Influence of Funding on Management of FederalUniversities inNigeria (2011-2017)

The researcher is a postgraduate student of the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria undertaking a research on "INFLUENCE OF FUNDING MANAGEMENT OF FEDERAL UNIVERSITIES IN NIGERIA (2011-2017)". The research is in partial fulfilment of the requirement of Doctor of Philosophy (PhD) In Educational Administration and Planning. All the information supplied would be used purely for academic purpose hence strictly confidential. I am therefore requesting for your assistance in answering the questions below, kindly help in marking in the appropriate response that best expresses your view and write the answer where necessary in the space provided.

Note that: **SA** – stands for Strongly Agree;

A– Stands for Agree;

UD- stands for Undecided;

DA- stands for Disagree; while

SD- stands for Strongly Disagree.

Thanks for your anticipated cooperation in advance.

SECTION ONE: BIODATA

i. Age: a. 20-30 ( ) b. 31-40 ( ) c. 41-50( ) d. 51 and above ( )
ii. Sex: a. Male ( ) b. Female ( )
iii. Position/designation:

Academic staff a. GA ( ) b. AL ( ) c. L II ( ) d. L I ( ) e. SL ( ) f. AP ( ) g. P ( )

Non-academic staff: Specify----------

iv. Marital Status:
    a) Married ( )
    b) Single ( )
v. How long have you served the university?
    a) 1-6 years ()
    b) 7-12 years ( )
    c) 13 and above ( )
vi. Educational Qualification
    a) PhD ( )
    b) Masters ( )
    c) Bachelor Degree ( )
    d) HND ( )
    e) NCE/OND ( )

Others Specify----------

S/N	SECTION TWO: STAFF DEVELOPMENT	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1.	Fund allocated to Universities in Nigeria is used judiciously					
2.	Fund is judiciously used					

	for in-service training locally					
3.	Fund is used for in-service training abroad					
4.	Staff in universities in Nigeria enjoy sponsorship to local workshops and Conference regularly					
5.	Staff in Universities in Nigeria enjoy sponsorship to acquire relevant skills as at when due					
6.	Sabbatical are granted when all conditions are granted					
7.	Workshops on ICT is sponsored for all staff that need the acquisition of computer literacy					
8.	Universities in Nigeria sponsors staff to overseas Conferences regularly					
9.	Fund is used judiciously for on-the-job training					
10.	Fund is used judiciously in universities in Nigeria to motivate staff to maintain membership of the organization					
S/N	**SECTION THREE: RESEARCH DEVELOPMEN**	**SA**	**A**	**UD**	**DA**	**SD**

	T					
11	Fund is used judiciously for research development in universities in Nigeria					
12	Research Institutes in universities in Nigeria enjoy adequate funding in carrying out their activities for economic growth and national development					
13	Researches conducted inuniversities in Nigeria are always ready for public consumption due to availability of resources					
14	Researchers in universities in Nigeria enjoy sponsorship to carry out their activities					
15	Fund is used judiciously for ICT programmes for the development of research in universities in Nigeria					
16	Fund is used as required to provide needed chemicals in research Institutes in universities in Nigeria					
17	Researchers in universities in					

	Nigeria enjoy adequate provision of relevant facilities and equipment					
18	Universities in Nigeria sponsors researchers to conduct researches based on international standard					
19	Fund is used judiciously to complement academic staff effort in research development in universities in Nigeria					
20	Researches in universities in Nigeria are fully funded without the intervention of external bodies					
21	Research Institutes in universities in Nigeria are fully funded with the help of external donors					

S/N	SECTION FOUR: INFRASTRUCTURAL FACILITIES	SA	A	UD	DA	SD
22	Fund is used judiciously for the provision of infrastructural facilities in universities in Nigeria					
23	Teaching-learning process in universities in Nigeria enjoys conducive atmosphere with physical facilities put in place					
24	There is adequate fund to carry out renovation/repairs in universities in Nigeria as at when due					
25	Fund is used judiciously for strategic planning to improve physical development in universities in Nigeria					
26	Office accommodation facilities for staff in universities in Nigeria are well equipped					

27	Accommodation facilities are adequately provided for staff in universities in Nigeria					
28	Universities in Nigeria used the available fund for the provision of equipment and facilities for the efficient management of its operation					
29	All students who desire accommodation in universities in Nigeria get them					
30	Fund is used judiciously for expansion of Hall, Theatres, facilities and equipment for the increasing student population in universities in Nigeria					
31	Fund is used judiciously to address the issue of fast-decaying playing ground facilities and infrastructures in universities in Nigeria					
32	Adequate fund has been allocated to universities in Nigeria for capital project					

S/N	SECTION FIVE: INSTRUCTIONAL MATERIAL AND EQUIPMENT	SA	A	UD	DA	SD
33	Fund is used judiciously for the provision of in instructional materials in universities in Nigeria					
34	Availability of instructional materials motivates lecturers in discharging their responsibilities effectively					
35	Fund is used judiciously to cater for enrolment explosion and corresponding expansion of facilities and equipment in universities in Nigeria					
36	Universities in Nigeria has been enjoying funding from international bodies for the development of instructional materials and other relevant facilities					
37	Adequate fund is used for the provision of Virtual libraries and other ICT facilities in universities in Nigeria					
38	Fund is used judiciously to aid teaching-learning activities in universities in Nigeria via provision of adequate books					
39	Lecturers are provided with adequate writing and assessing materials like chalk, paper, duster etc.					
40	Part of fund is allocated to instructional materials in universities in Nigeria					
41	Provision of instructional materials has witnessed an increased for the fund allocated to universities in Nigeria					
42	Fund is used judiciously to provide personal computers or laptops to staff in universities in Nigeria					
43	Adequate reagents/chemicals are being provided for instructional work					

S/N	SECTION SIX: STAFFING	SA	A	UD	DA	SD
44	Fund is used judiciously in appointment of adequate and qualified staff in Nigerian universities					
45	Staff in Nigerian universities enjoy related allowances and other benefits due to them					
46	Available fund is used judiciously to attract experienced academic staff in Nigerian universities					
47	Fund is used judiciously for welfare of staff in universities in Nigeria					
48	Fund is used judiciously to address the issue of brain drain phenomena in universities in Nigeria					
49	Fund is used judiciously to address the issue of adequacy of staff in universities in Nigeria					
50	Fund is used judiciously to provide an enabling environment for staff development in universities in Nigeria					
51	Fund is used judiciously in universities in Nigeria for achievement of educational goals					
52	Funding is a panacea to staffing problems in universities in Nigeria					
53	Fund is used for judiciously for promotion and retention of staff in universities in Nigeria					
54	Each Department or unit has adequate number of staff					
55	Staff in universities in Nigeria are sponsored to have high Degrees					
56	Staff in universities in Nigeria are computer literates by provision made their management					
57	Every office of staff in universities in Nigeria are internet connected					