ASSESSMENT OF INSTITUTIONAL CAPACITY AND QUALITY OF EDUCATION IN AHMADU BELLO UNIVERSITY AND UNIVERSITY OF IBADAN IN SERVICE DELIVERY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA
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DECLARATION

I declare that the work in this Dissertation entitled: *Assessment Of Institutional Capacity And Quality Of Education In Ahmadu Bello University And University Of Ibadan In Service Delivery*has been carried out by me in the Department of Public Administration. The information derived from the literature has been duly acknowledge in the text and list of references provided. No part of the thesis was previously presented for another degree at Ahmadu Bello University or any other institution.

_____ _____

Ganiyu Olorunyomi Abubakar **Date**

CERTIFICATION

This Dissertation entitled **ASSESSMENT OF INSTITUTIONAL CAPACITY AND QUALITY OF EDUCATION IN AHMADU BELLO UNIVERSITY AND UNIVERSITY OF IBADAN IN SERVICE DELIVERY**by **Ganiyu Olorunyomi ABUBAKAR** meets the regulations governing the award of the degree of Master of Science in Public Administration of the Ahmadu Bello University and is approved for its contribution to acknowledge and literary presentation.

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DEDICATION

This Dissertation is dedicated to God and to all mortals.

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ABSTRACT

Nigerian universities are facing serious challenges so much that their essence and philosophy as a centre of excellence for the production of graduates that will not just meet the national goals but can compete globally is threatened. Inadequate infrastructures, obsolete learning and teaching equipments, have been traced to the issue of underfunding of universities. The problem of student population explosion without commensurate expansion in facilities and teaching staff, defective academic curriculum are issues that the Nigerian university system has been grappling with over the years. This study attempts to assess the Institutional Capacity and Quality of Education in Ahmadu Bello University and University of Ibadan in Quality Service Delivery of funding academic staff and the nature of academic curriculum of Ahmadu Bello University and University of Ibadan in service delivery. Data were collected through the primary and secondary sources.The primary sources consist of questionnaire and interview. Questionnaires were administered to the academic and management staff while interview were conducted on the management staff to complement research questionnaires. The secondary source explored include journal publications from National University Commission, Central Bank of Nigeria Bulletins, published academic journals ABU and UI websites. Descriptive and inferential statistical tools of frequency counts, simple percentage, and means were used for the analysis while the hypotheses were tested using the chi-square. Consequently, the study discovered inadequate budgetary allocation coupled with untimely release of subventions and grants, shortage of qualified academic staff and defective curriculum contents as the bane to quality service delivery of the universities. The study concludes that government budgetary allocation and subventions for infrastructural development to the universities be improved upon and be timely released. The regulatory agency should embark on the critical path of further revising the curriculums of Nigerian universities to make them more responsive to national needs and global relevance through the development of a more realistic academic standard for students in the university before they are turned out.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Universities all over the world are accepted as the citadel of learning and development of human resources. The entire intellectual and professional life of a country depend on sound higher education especially university education that provides quality (products) graduates of international standard (1kharehon, 2012).

The recent debate about the place of Nigerian universities has once again drawn attention to the lowly place of higher education among national priorities. Whereas web metric ranking of universities which measures web presence and content does not mention a single Nigerian university until after 1,600 others have been mentioned the quantitative survey world university ranking which concentrates on programme and instructional content does not mention a Nigerian university at all (Aluede, 2012).

On the African scene, the story of Nigeria University is not different. Till the early 1980s, university of Ibadan did not just lead the league of Africans most prestigious universities ranking best among others like the university of Ghana, Legion, Makarere University, Uganda, university of Nairobi, Kenya, and university of Dar-es- Salam, Tanzania, but was also seen as leading light of the most prestigious universities in modern Africa from the late 1940s. What has now brought the citadel of academic excellence to the back bench? In fact by 1980, Nigeria was seen to have established one of the best university systems in Africa and the developing world in general offering instructions of international standard in diverse disciplines. For instance, the university of Ibadan and Ahmadu Bello University earned global recognition for research in tropical agriculture respectively. But since then,

under successful military administration, this sparkling reputation steadily was tarnished (Ojudu, 2012).

2014 ranking of African universities based on quality of graduate, publications and citation from the last five years (2010-2014), as well as visibility on the internet, shows Ahmadu Bello University and the University of Ibadan occupying 86th and 38th position respectively from the first 100 universities covered. Yet, Nigeria like other nations needs universities to train the management workforce that would propel the nations development engine (Ekemenah 2011).

However, Okebukola (2012), opined that the past three decades have witnessed significant changes within the university system in Nigeria. Notable among such changes are the increase in the number of universities and programmes offered in these institutions. By the end of 2005, there were over two thousand programmes across theentire universities with staff strength of about 140,000. However the greatest change has been in the explosion in student population and the number of aspirant seeking university admissions. The total student enrolment in all Nigerian universities grew from just 200 in 1962 to over 1,131,312 in 2008.

The stress put on the universities in terms of demand and the limited expansion in physical facilities and academic staff to cater for this demand has taken a great toll on the quality of programmes in these institutions. Years of underfunding have left many Nigerian universities especially the older ones with varying degree of infrastructural decay, coupled with explosion in student population without commensurate expansion in facilities. At single digit percentile of national budget as against the United Nation Education and scientific recommendation of 26 percent, the funding figures for universities especially in the last three decades explains the declined in the quality of service delivery. Mostly

affected are infrastructure (building, roads, power and water resources) knowledge facilities (library, accessions, computing facilities and teaching aids) research funding, recreational facilities and welfare packages for lecturers, administrative staff and students. They are either inadequate or non-existent (Ajuzu, 2010).

Curriculum content are found to be poorly implemented due to lack of sufficient textbooks, and reference materials for students, inadequate supply of high quality teachers and lack of motivation of teachers. Unless these issues are addressed positively and now all strategies at revamping education will yield no fruitful results (Ivowi, 2006).

Employers of labour and the general public have expressed concern on the quality of graduates. An increasing number of employers are forced to practically retrain newly recruited graduates to give them the skills that should have been acquired in the university.

The Nigerian university system today is contending with very many challenges which take too much of the little time available at the expense of promoting excellence in the academic programmes of the institution.

1.2 Statement of the Research Problem

When the issue of Nigeria University today is raised, the first sets of thoughts that come to mind are: decline in qualities, inadequate teaching and learning facilities, ever increasing number of universities, examination malpractices, unstable academic calendar, mass promotion syndrome and the likes before any other thing else. This calls for an in-depth study and analysis aimed at tutoring each and every stakeholder in the educational system on how their actions and inactions have individually and collectively contributed to the collapsing state of university education in Nigeria. In any case, knowledge and skill acquisition which education is all about cannot be over emphasized (Ramon-Yusuf, 2013).

Nigerian universities are contending with many fundamental problems so much that their essence and philosophy as a centre of excellence for the production of students that will not just meet the national goals but can compete globally is threatened. Inadequate infrastructures, obsolete learning and teaching equipments have been traced to the issue of funding. The problem of student's population explosion without commensurate expansion in facilities and teaching staff and defective academic curriculum are issues that the Nigerian university has been grappling with over the years.

However, from the mid 80s, there has been a steady decline in the standards of University education and quality of graduates. Both employers of labour and the international community have increasingly expressed concern and disappointment on the quality of University graduates. This is illustrated by the insistence by foreign-based universities that Nigerian university graduate wishing to pursue graduate studies should undertake remedial courses. Similarly, there have been persistent outcry by employers of labour about the dismal performance and lack of knowledge and critical skills by the graduates (Okebukola, 2006a).

1.3 Research Questions

This study will seek to answer the following questions:

i. To what extent has funding affected the quality of education given to students in ABU and UI?

ii. Has staffing affected the quality of education given to students in ABUand UI?

iii. What is the nature of academic curriculum as it affect the quality of education given to students in ABU and UI?

1.4 Objectives of the Study

The main objective of the study is to assess the Institutional Capacity and Quality of Education in Ahmadu Bello University and University of Ibadan in Quality Service Delivery. Specific objectives are to:

i. Examine the effect of funding on the quality of education given to students in ABU and UI.

ii. Establish the extent to which staffing has affected the quality of education given to students in ABU and UI.

iii. Determine the effect of the nature of academic curriculum on the quality of education given to students in ABU and UI.

1.5 Research Hypotheses

In line with the problem of this study, the following hypotheses shall be tested.

Ho_1: There is no significant relationship between the level of funding andthe quality of education given to students in ABU and UI.

Ho_2. Staffing has no significant effect on the quality of education given to students in ABU and UI.

Ho_3. There is no significant relationship between the academic curriculum and the quality of education given to students in ABU and UI.

1.6 Significance of the Study

Okojie (2012), says one way of improving the capacity of Nigeria University is setting aside fund for accreditation from annual national budget of the federation and to expand the scope of universities internally generated revenue. However, the expansion of the scope of internally generated revenue should not be an excuse for turning these centres of

excellence into fund raisers at the expenses of their primary mandate of teaching research and community service.

Curricular at all levels of education are poorly implemented in Nigeria for the reasons of poor infrastructure, inadequate equipment, lack of sufficient textbooks and reference materials for students (Okebukola, 2006). Access to higher education and the lack of capacity of the system to absorb the number of students seeking admission to universities and the limited space has continued to pose a serious problem.

These previous studies did not show how far the curriculum contents of courses in universities has affected quality of their service delivery (output) of these institutions.

These study points out the extents to which staffing has affected the capacity of ABU and UI in producing quality output (Graduate).

All previous studies did not show the extent to which the curriculum content of Nigeria Universities has met the national goal that courses in universities should reflect national requirements (Anyebe, 2012). The study, therefore, attempt to fill the gap created by the aforementioned studies. To the academia, the study will provide good materials to students, researchers, policy makers, and many other Nigerian who may wish to expand the study similar study in future. The work also will be very important to the Ahmadu Bello University and University of Ibadan as it will help to improve the quality of education given to student in these institutions.

1.7 Scope and Limitations of the study

This study aims at assessing the Institutional Capacity of Ahmadu Bello University and University of Ibadan in Quality Service Delivery. The two Universities were chosen because there represent the first set of public universities in Nigeria. The time frame

covers eight (8) years period from 2007 to 2014. The reason is because the period witnessed an increase in funds allocation to the universities and proliferation of universities in the country.

The study is not without some limitations. For instance, the researcher was not granted access to some files particularly those containing the expenditure profiles of the institutions, virement and the internally generated revenue. Constraints of money did not allowed more study areas to be covered but have to be limited to only ABU and U.I. this is, however, not enough to invalidate the findings of the study.

1.8 Operational Definition of Key Terms

i. **Institutional Capacity:** This is used to refer to the level of funding, staffing and the nature of academic curriculum of ABU and UI in service delivery.

ii. **Service Delivery:** This is defined as service deliverables of a university system such as high quality graduates, skilled and employable, responsible citizens and production of new knowledge. It represents the output of a university system.

iii. **Quality of Education:** the quality of education received at the university is determined, among other things, by the quality of students intakes, quality of academic and non-academic staff, the teaching and learning experience to which learners are exposed as well as the quality of the environment in which the teaching-learning processes take place. There is no way by which the output of education could rise above its input. This is to say that the degree of quality injected into the input and process variable of an educational system has far-reaching implications for the quality of its output. In other words, quality education is contingent on the quality of the learner, the teacher as well as the curriculum (Obanya, 2004).

iv. **Quality of Learners:**This is used to refer to minimum entry qualification an applicant must possess to be able to study a course in the university.

v. **Quality of Teachers:** This is the minimum qualification a teacher must possess on appointment before he is allowed to teach, evaluate or supervise a student in the university.

vi. **Curriculum:** This is used to refer to minimum subject contents in a course of study as laid down by the National Universities Commission for Nigerian universities.

vii. **Adequate Funding:** This is funding by federal government that is in compliance with the UNESCO benchmark of 26 percent of annual budget for the educational sector of the economy.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter is aimed at reviewing relevant literatures on the variables under study. The section looks at university system in the Nigerian context, and its challenges in its quest to quality service delivery. The scholarly works ofOkebukola (2012), Ajuzie (2010), Okecha (2012) and others were used.

2.2 University Education in the Nigerian Context

Universities all over the world are accepted as the citadel of learning and development of human resources. The entire intellectual and professional life of a country depends on sound higher education, especially university education that provides quality products (graduates) of international standard. The Nigerian university system sprang out of the need for the development of a high level workforce to take the challenge of nation building after independence (Ikharehon, 2012).

University education in Nigeria dates back to 1948 with the establishment of the University College, Ibadan. Two years after independence, the country had five universities with each of the three regions having its own institution why the then western region had three. The increase in oil revenue in the mid 70's coupled with the need to forge national unity following the end of the civil war influenced the creation of a national system of higher education. This was achieved through the reconstitution in 1974 of the National University Commission into an autonomous body, charged with additional responsibilities and powers. The development laid the framework for the takeover of all the regional universities in 1975. The widespread agitation for an expansion of access to University education and increased high-level national manpower requirement and technological development contributed greatly to the establishment of the second

generation and other specialized universities (of Agriculture, Technology) and a military university. The placement of higher education under the concurrent list in 1979 constitution allowed state governments to establish universities. As at 2009, there were 36 such state universities in the country. Private sector participation in University Education commenced in the second republic. However, in the absence of proper guidelines for their establishment, they all turned out to be Universities only in name. All the 24 private Universities established between 1980 and 1983 were abolished by the Federal Government in 1984. It was nine years later in 1993, that another law which allowed the establishment of private universities and spelt out procedures for such was promulgated. To further widen access to University education, the National Open University was re-opened in 2001 to offer education through open and distance learning (ODL) mode. There were as at July 2009, 104 Universities in Nigeria consisting of 27 Federal, 36 state and 41 private Universities. (Okebukola, 2012).

According to the National Policy on education (2004), the goals of tertiary education shall be to:

a. contribute to national development through high level relevant manpower training
b. develop and inculcate proper values for the survival of the individual 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 individual to be self-reliant and useful members of the society
e. Promote and encourage scholarship and community service
f. forge and cement national unity
g. promote national and international understanding and interaction. These goals were to be pursued through: teaching, research and development, virile staff

development programmes, generation and dissemination of knowledge (put simply, publication) the pursuit of service to the community and being a store house of knowledge.

According to Anyebe (2012), the National policy on Education is specific in identifying Universities as contributors to national development by intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation. The policy also avers that the content of professional courses in Universities should reflect national requirements. University system has a pivotal role to play in the socio-economic development of a nation. This is so because universities, as institutions, and research sub- sector is the basis for the socio economic, political scientific and technological advancement of our most admired developed nations of the world today. Therefore, conscious effort towards qualitative and durable educational system need to be put in place for posterity in Nigeria; (it's land, mineral resources his people etc), their kind of skills, attitudes to work and desire for self- improvement (Okecha, 2012).

2.3 Challenges of Nigerian Universities

The constraints with Nigerian universities arise from funding shortages; the negative influence of a corrupt political system; and planning and implementation problems. These have led to the weakening of university capacity for teaching, learning, research, consultancy traditions; and questionable even service to the community. Viewed very closely, the last three problems point to diminishing returns in the basic missions of universities (Okecha, 2011).

At single digit percentile of national budgets, as against the United Nations Educational and Scientific Organization's recommendation of 26 per cent, the funding figures for universities, especially in the last three decades, explain the poverty of Nigerian universities and the concomitant dip in standards. Mostly affected are infrastructure

(buildings, roads, power, and water resources); knowledge facilities (library accessions, computing facilities, and teaching aids); research funding; recreational facilities; and welfare packages for lecturers, administrative staff, and students. They are either inadequate or nonexistent (Ajuzie, 2010).

In the case of students, for example, investment in university housing was withdrawn, leading to sharp increases in squatting in the few hostel facilities available and off-campus housing for most students. As a result, many students these days go through the university without the university going through them, as the cliché goes (Ajuzie, 2010).

Those who attended or taught at any premier university between 1965 and 1985 could easily appreciate the extent of depreciation of necessary physical structures and facilities. A comparison between the stunted growth of the universities established since the 1980s and the rapid growth of those that were established in the preceding two decades further demonstrates the gap in funding. Ironically, those earlier universities were built with little or no oil money (Okebukola, 2011). Aina and Odebiyi (2009), observed that provisions of scientific and teaching materials in the Nigerian public universities have been drastically curtailed. Quality of teaching has fallen considerably, the libraries are full of out-dated books and journals and the morale of staff is at its lowest ebb. Allocation to Universities were grossly inadequate while student enrolments continue to rise.

Yet, in spite of poor funding and its negative consequences, university populations grew exponentially, leading to further strain on dilapidated structures. As student populations outstripped available lecture spaces and teaching resources, lecturers became overburdened with crowded classrooms and excessive grading responsibilities. Poor remuneration further dampened their morale. Rather than respond to the quality issues resulting from overpopulation, federal and state governments resorted to the proliferation

of universities. The Federal Government even curiously announced the establishment of nine new universities recently at a time existing ones are on crutches, to put it mildly. Yet, no provisions were made for capacity building opportunities for existing lecturers and the training of new ones. As a result, some lecturers shuttle between universities while erstwhile retired professors became the bedrock of some new universities. To complicate matters, many lecturers sought and obtained employment abroad in order to nurture their professional potential. These developments have resulted in poor teaching and learning outcomes in our universities (Okebukola, 2011).

But it is not poor funding alone that contributed to the present state of underachievement. The anti-intellectual stance of corrupt politicians and non-challant attitude of the government since the days of military administration has also eroded ethical values and academic standards in the universities. The truncation of university autonomy was accompanied by government interference in university affairs. The government's erstwhile proprietary role became an executive one, with government officials dictating to University Governing Councils and Senates. Vice-Chancellors soon learnt the political act of defending their budgets and lobbying for subventions the same way governors lobby for federal allocations and excess crude funds. The diseases of the political system diffused into the universities as professors began to migrate between government and university positions. In no time, the culture of scholarship gave way to the corruptive and materialist culture of the political system (Okebukola, 2011).

The government's poor planning and defective implementation of policies and projects has also adversely affected the universities. In an article published in The Guardian in 1992, Federal Government's education policies as can be described as "chicken-on-the-rope"

policies to capture their incessant shifts. The situation has since worsened to the point that it is unclear which education policy is now operative (Onyekaleyal, 2011).

Within the past year alone, the overall education structure changed, or so we were told, from 6-3-3-4 to 9-3-4. Within the same period, President Goodluck Jonathan's administration established nine new universities without regard to the problems facing existing universities and mass unemployment of existing graduates. The future of the new universities and their graduates was never seriously considered. In the absence of adequate funding and clear direction, universities are left to engage mainly in routine activities. There are master plans alright and periodic development plans are constructed, but neither is implemented. A number of federal and state universities have remained on their temporary sites for decades because the government has failed to back up its initial promise with adequate funding. The government's failure to respect its agreements with the Academic Staff Union of Universities has frequently led to strikes and university closures (Okebukola, 2011).

However, throwing money at the universities will not in itself solve the endemic problems within the university system. Inadequate funding, poor planning, and the erosion of values have produced a culture of underachievement that will take decades to change. Particularly affected by these factors are the universities' internal administration and the trio of teaching/learning; research/consultancies; and community service. Details of these challenges are discussed in the next contribution in the series.

2.2.1 Funding Constraints

The survival and sustainability of any system is largely dependent on the availability of adequate funds. Funding of university education in Nigeria has seriously become a vexed issue. Nigerian tertiary educational system was largely publicly financed before the approval and commencement of operation of private Universities a few years ago however

with the emergence of private universities in the country, university system in Nigeria has witnessed serious under-funding. In fact, it is in the public universities where most of the nations students are educated that funding has become more vexed. A condition that seriously impedes on the quality of universities system in the country (Oladosu, 2012).

According to Aina and Odebiyi (2009) as cited in Haladu (2014), described resources inadequacy as the offshoot of the endemic crises plaguing Nigerian tertiary institutions. They opined that the problem of underfunding in the Nigerian tertiary institutions has resulted in the curtailing of research activities. They identified the factors responsible for the under-funding to include the effects of the Structural Adjustment Programme (SAP) lack of adequate planning, proliferation of tertiary institutions and ad-hoc expansion of enrolment, academic versus non-academic employment ratio, etc. Nigerian tertiary education sector remains where it is today because of inadequate funding. One of the reasons why there are limited number of foreign scholars in the system is because of poor funding. (Fagge, 2013).NasirFagge in 2012, also advocated a holistic finding for the university sector, Severally, ASUU and its sister unions have had to engage government on issues of finding and better remuneration for its members. The president mentioned his own position when he spoke recently at a 1 day strategic meeting for Civil Society Organization which was hosted by the independent service delivery monitoring group (ISDMG) in Abuja. He lamented that no Nigerian university ranked among the first 10 in Africa or among the first 5,000 in the world. He however advocated that government should comply with the UNESCO benchmark of 26 percent funding of educational sector for at least three of five years and assess the impact. Kapar and Crowly (2008) are of the opinion that to compete with technological advanced nations, Africa University need international donors. But the two scholars realize the danger inherent in relying heavily on foreign aids Donor countries may impose donor principles, culture and educational system

on Africa. One way out of the problem of funding is to include accreditation in the annual national budget of the federation and to expand the scope of universities internally generated revenue. However, the expansion of the scope of universities internally generated revenue should not be an excuse for turning these centers of excellence into fund raisers and business centers at the expense of their primary mandate of teaching, research and community service (Okojie, 2012)

The gross under funding of the educational sector in the country in general and the neglect of the maintenance of physical facilities in institutions of learning is a serious issue of concern. Classrooms, lecture halls, libraries and laboratories in many of these institutions are in dilapidated state leading to decline in academic standards. If educational institutions are to get out of the woods and increase quality, there must be adequate financial commitment through regular funding (Onyekaleyal, 2011). According to Okojie (2010), years of under funding have left many Nigerian universities especially the older ones with varying degrees of infrastructural decay, student population explosion without commensurate expansion in facilities resulted in severe overstretching of facilities in these universities. Good funding and controlled spending are sine qua non to quality control and sustenance in the university system as with all other facets of human endeavour.

Since 1986 when the federal military government introduced the structural adjustment programme SAP, allocation of financial resource started to fall coupled with the consistent decline in the value of local currency till date. That have also consistently affected the procurement of imported technical and scientific equipments, books, journals and other instructional needs in the university educational system (Okecha, 2012).

University education system in Nigeria today, needs a total overhauling and restructuring reform. This reform is required to improve the performance of higher education in the

country: the nation entered the 21st century insufficiently prepared to cope or compete in the global economy, where growth will be based even more heavily on technical and scientific knowledge. It is also a well known fact that the inadequacies always observed among many undergraduates and graduates alike is as a result of the inadequacies associated with the primary and the secondary education system in Nigeria (Okecha, 2012).

It is however pertinent for the government of the day to design a suitable guidelines for funding education. For instance, UNESCO has recommended that 26% of the total budget of a nation should be allocated to education. But Longe Commission of 1991 observed that the percentage of recurrent budgetary allocation to education in Nigeria has never exceeded 10%.

Though, the system is expensive to keep afloat, quality education, however, in any form is partly a function of the total fund made available to the system and judiciously utilized for the purpose to which it is meant for. Funds are required and necessary to maintain both the human and material resources of the system in order to achieve desired goals (Kassam, 2011).

Also there is the need for an effective monitoring of the management of fund presently being allocated to the sector, as effort should be intensify to improve on what is currently being allocated to the system.

The growing and changing nature of higher education needs will trigger strong economic forces. Already, the traditional source of funding -federal allocation has simply not kept pace with the growing demand. This imbalance between demand and available resources is aggravated by the increasing cost of higher education, driven as they are by the number of students seeking admissions to the universities. The societal needs, economic realities

and technology, are likely to drive a massive restructuring of higher education. This will need a global knowledge and learning industry, and the need for traditional institutions to converge with other knowledge-intensive organizations such as information services, companies and telecommunications (Ajuzie, 2010).

Financial restrictions also create problems that obstruct academic work, causing friction between the universities and the government, thus threatening the stability of institutions. The problems are more visible in the areas of faculty salaries, libraries, equipments, research and quality of students entering our universities today. Ajuzie (2010) said, "The existing orthodox education in Nigeria seems to suffer from inadequate funding". Olujuwon (2011) said, "The schools today are ill-equipped and teachers are poorly trained. Standard is falling in all departments". "Over 70 percent of the laboratory equipment and library books in today's Nigerian universities, for example, were bought and placed between 1960s and 1980" (Nigeria university systems. Chronicle, December 2004).

According to Babalola, other problems facing education are poor human resources; poor funding of universities; incessant strikes by teachers; insufficient endowment fund and assistance from alumni and community; indiscipline on the part of teachers and students; and dependence on government" (Guardian Newspaper December 2005).

Table 2.2.1A: Nigerian Budget Estimates and allocations to Education Sector (2007-2014)

Year	Budget Estimates ₦ (Trillion)	Education Sector Allocation Recurrent ₦(Billion)	Education Sectors Allocation Capital ₦(Billion)	Education Sector's Allocation ₦(Billion)	Percentage
2007	2,300,000.00	107,529,39	78,470.61	186,000.00	8.09
2008	3,240,820.00	164,000.00	46,450.00	210,640.00	6.49
2009	3,101,813,75	192,840.00	23,800.00	216,640.00	6.98
2010	5,070,000.00	151,888.00	97,200.00	249,080.00	6.42
2011	4,600,000.00			306.36	
2012	4,700,000.00	345,091,00	55,0560.00	400,156.00	8.43
2013	4,900,000.00	366,000.00	60,090.00	426,531.89	8.72
2014	4,600,000.00	373,400.00	120,050.00	493,450.00	10.70

Source:CBN Statistical Bulletin (2014).

The table above shows an increase in budgetary allocation to education sector from 8.09 percent in 2007 to 10.70 percent in 2014. However the figure above is still farfetched from the UNESCO recommendation of 26 percent of a nation's total budget. Commenting on the 2014 allocation to Nigerian education sector.Okebukola stated in his view that the allocation is insufficient. The allocation needs to be at least tripled for a minimum of 20 years to shake off the ignoble state of educational system in Nigeria.

Relatively speaking the above disheartening statistics show how insufficient Nigeria's allocation to the educational sector has been. One can only get what he ordered! Nigeria has to change her value system and invest on education, which is the intellectual laboratory of any nation and the engine that propels the economy. It has been noted that "without a formidable intellectual base" it is not likely that any society would move forward (Anya, 2012) as cited in Halidu 2014.

Table 2.2.1B: National Universities Commission funding of Ahmadu Bello University Zaria as per appropriation (2007-2013)

Year	Personnel N(Billion)	Overhead N(Million)	DTLC N(Million)	Capital N(Million/ Billion)	T&RE N(Million)	Total N(Billion)
2007	6,517,185,453	85,905,549	95,923,687	216,450,000	80,050,000	6,995,514689
2008	7,486861185	104,488,032	99,669,871	371,790,240	88,806,550	8,151,615,878
2009	7782834113	104,488,032	99,669,871	250,317,174	47,192,150	8,284,501,340
2010	8,181,361,888	114,936,835	109,636,858	401,706,001	63,139663	8,870,196,567
2011	13,135,123,825	111,366,897	106,231,537	246,873,365	29,998,954	13,629,594,578
2012	12,823,548,538	149,546,425	73,984,706	1,355,075,520	45,534,113	14,447,689,302
2013	11,055,285,125	127,198,604	84,915,241	365,075,520	45,534,113	11,678,008,600

Source:National Universities Commission 2013, cited in Halidu (2014).

Key- DTLC – Direct Teaching and Laboratory Cost

T &RE – Training and Research Equipment.

Table 2.2.1C: National Universities Commission Funding of University of Ibadan as per Appropriation (2007 – 2013).

Year	Personnel N(Billion)	Overhead N(Million)	DTLC N(Million)	Capital N(Million/ Billion)	T&RE N(Million)	Total N(Billion)
2007	4,957,043,872	101,280,197	80,280,497	206,450,000	80,050,000	5,425,104,566
2008	5,847,939,875	142,801,885	52,794,522	940,965,963	106,130,827	7,090,633,072
2009	6,951,154,639	42,801,885	52,794,522	864,309,724	47,193,147	7,958,253,917
2010	6,572,076,290	157,082,074	58,073,974	843,823,601	63,139,663	7,694,195,602
2011	10,964,670,101	125,203,105	56,270,196	1,856,768,741	29,998,954	13,032,911,097
2012	12,724,561,393	196,663,406	63,977,169	405,075,520	45,534,113	13,435,811,600
2013	12,952,569,376	176,587,517	73,429,185	374,075,520	45,534,113	13,622,195,711

Source:National Universities Commission 2013, cited in Haladu (2014).

Key- DTLC – Direct Teaching and Laboratory Cost

T &RE – Training and Research Equipment.

Tables 2.2.1B and 2.21C above show the funding by National Universities Commission as for appropriation to Ahmadu Bello University and University of Ibadan from 2007 to 2013. The tables show that the bulk of allocation are for salaries and overheads instead of spending on infrastructural developments, training and research equipment on our public universities. Thus for Nigerian public universities to get out of the menace of infrastructural decay and obsolete equipment, adequate resources should be appropriated for capital projects and the procurement of latest training and Research Equipment.

2.2.2 Union Activities

The historical perspective of the evolution of issues in unionism in Nigerian higher institutions would help us understand the present state of affairs of challenges confronting university education in Nigeria. Over the years, university based unions have been at the forefront of the struggle for better universities and welfare service for its members. The other unions based in other institutions have only picked up the gauntlet from university-based unions and have indeed fashioned out their struggle along lines dictated by the Academic Staff Union of Universities (Wilson, 2002).

Generally speaking, the Academic Staff Union of Universities (ASUU) in one of its historic struggles in 1992 raised three main issues, namely funding, university autonomy and better conditions of service for its member. In a broader scheme, issues such as general staff welfare, which covers staff working environment, offices, libraries lecture halls and even recreational facilities were highlighted. Staff conditions of service (salaries, employment, promotion , disengagement, pension, gratuity, allowances etc) academic standard (minimum standards for academic programmes, impartial evolution of staff and students) staff code of ethics (staff disciplinary issues like forced sale of books, handouts, sorting, non release of examination result etc) academic freedom (the freedom of academics to teach, research and render community service unhindered) university

autonomy (the institutional freedom which covers all the internal and sometimes external activities of the university) funding (the fund generation and support mechanism by proprietors and the public) appointment of vice chancellors and other principal officers (procedures to be followed) student unionism, cultism or campus terrorism were equally discussed (Wilson, 2002).

Very recently ASUU has just called off another five months and two week strike it embarked upon. It called of the strike December 17, 2013.

Table 2.2.2A: Summary of ASUU strike (1999 – 2013)

Year	**Duration of Strike**
1999	5 months
2001	3 months
2002	2 weeks
2003	6 months (ended in 2004)
2005	3 days
2006	1 week
2007	3 months
2008	1 week
2009	4 months
2010	5 months and 1 week
2011	3 months (ended in 2013)
2013	5 months 2 week

Source: Extracted from ASUU website (see http://www.ASUUnigeria.Org.2014)

2.2.3 Curriculum contents

Curricula at all levels of education are poorly implemented in Nigeria for the reasons of poor infrastructures, inadequate equipment, lack of sufficient text books and reference

materials for student, inadequate supply of high quality teachers, and lack of adequate motivation of teachers. Unless these issues are addressed positively and now, all strategies at revamping education will yield no fruitful results (1vowi, 2006). Curriculum analysis shows that the contents of the minimum course descriptions as laid down by the National Universities Commission for Nigerian universities agree well with course contents in European and North American Universities. Thus in terms of statements of intentions, of what to teach, the quality of curriculum of Nigerian Universities can be rated as high. Courses and their contents of the minimum curriculum standards for Nigerian Universities have had a very high degree of agreement with equivalent materials in the US, Britain and South Africa. However, this equivalence does not go beyond paper. A gap exists in the implementation mode as the detailed course contents at the Nigerian end falls short on the measure of relevance (Okebukola, 2006).

According to Anyebe (2012), the university education system does not appear to be integrated with the economic system of the country, rather the educational system has developed on its own producing more of the same from the number of universities that there are. We do not seem to have the knowledge or the strategy to harness the knowledge acquired by the products of the system to promote societal needs. This is not too surprising. The needs of the society were not taken into account when fashioning the curriculum content of the country's educational programmes at the university level.

2.2.4 Staffing (Shortage of Academics)

Nigerian universities are plagued with acute shortage of academic staff as only 37,504 lecturers are employed to teach in the nation's public universities. According to the report of National Economic Empowerment and Development Strategy (NEEDS) committee set up by the federal government to look into the problems of universities, it states clearly that

the poor academic ranking of Nigeria universities is tied to the gross under-staffing of the institutions.

Presenting the report to the national economic council November 9, 2012, the minister of education Professor Rukayyatu Ahmed Rufa'i noted that most state owned universities rely on visiting lecturers to run their academic programmes. The report revealed that many Nigerian universities depend heavily on under-qualified "recycled staff as visiting adjunct sabbatical and contract lecturers" it showed that out of the total of 37,504 lecturers in the Nigerian universities, only about 75 percent are engaged on a full time basis. Also only 43 percent of them have PhDs with 44 percent in the required bracket of senior lecturers to professors. In short, out of the 124 universities in the country, only seven have up to 60 percent of their teaching staff with PhD. According to the report, Nigeria has one of the highest lecturer/students ratio with the National Open University, university of Abuja and Lagos State University having a ratio of 1:363; 1:122; 1:114, ratio respectively, as against 1:4; 1:9; 1:4 and 1:3 at Harvard, MIT, Yale and Cambridge Universities, respectively (Suleiman, 2012).

For the first time in decades, Nigerians National University Commission set up a committee to visit all federal and state universities and undertake a forensic audit. It found widespread problems including poor staffing, under funding and weak infrastructure.

On the basis of the committee's assessment, which was completed late last year, stakeholders are putting pressure on the government to wake up to its responsibilities and transform public university into 21st century centers of learning anchored in the knowledge economy. The committee on Needs Assessment of public universities in Nigeria comprised Professor MahmoodYakubu, and senior colleagues drawn from various universities. They were mandated to take a critical look at universities. The panel showed

an investigative spot light on 27 federal and 34 state universities. It did not visit 10 recently created federal and three new universities. The panel found that there were some 1.2 million students in all public universities: 85% of them undergraduates, 5% sub-degree, 3% doing postgraduate diplomas, 5% master and 2% PhDs. Around 57% of students were male and 43% female. There are currently, 37,504 academic staff in Nigerian public universities, 83% of them men. Of this number, 23,030 (61%) are employed in federal universities while 14,474 (39%) teach in state owned universities. The number and distribution of teaching staff across the country by qualification and rank, indicated that Nigerian university system was experiencing a staffing crisis. This has led to a situation where some universities relied heavily on part-time and under-qualified academics. The report also indicated a growing disparity in the ratio between teaching staff and students. For example, at the National Open University, the academic to student ratio was 1:363, at Lagos State University it was 1:144 and at the University of Abuja it was 1:122.

There was insufficient number of professors holding PhDs and a number of universities had become increasingly dependent on visiting lecturers and 'inbred' academics, which the panel said was counter-productive. It found that only around 43% of academic had a PhD and only seven universities had up to 60% of lecturers with doctorate degrees. While 75% of academic were expected to be in the ranks of senior lecturers and professors only 44% were. The committee singled out three universities for special mention in terms of very poor academic staffing. "Kano State University which is 11 years old has only one Professor and 25 lecturers with PhDs. Kebbi State University has two professors and five lecturers with PhDs and 74% of lecturers in Plateau state university are visiting lecturers (NUC, 2013).

The table as shown in appendix D reveals the positions and ranking of Universities in Africa Ojudu (2012) observed that at Nigerian independence in 1960 and up till the early 1980s. The University of Ibadan was the best in Africa and among the best in the world. It was a citadel of learning just as many of the first Generation Universities (ABU, UNILAG, OAU, and UNN).

Today Nigerian Universities occupy a shameful position in the comity of Universities in Africa as can be seen in appendix D. Nigerian Universities have dropped out of reckoning because of the poor quality and scope of research conducted on Africa best 10 Universities. Only UNICAL, OAU and UI managed to cling the 20th, 23th and 38th position respectively.

If Nigerian Universities cannot feature among the best 500 in the world and are ranked from position 20 upwards in Africa, then the system is fundamentally deficient in quality. The questions now are: what is the quality of research that goes on in our universities? Are the research works published in reputable Journals across the world?

According to Adeniyi and Taiwo (2011) numerous problems as cited in Halidu (2014) beset Nigerian Universities "Inadequate funding, lack of commitment to quality, poor or unavailable infrastructure, epileptic power supply and paucity of funds to attend international conferences are some of the challenges which the average academic has to contend with".

2.2.5 Infrastructural Decay and Obsolescence of Equipment

Years of underfunding have left many Nigerian universities especially the older ones with varying degrees of infrastructural decay and obsolete teaching and research equipment, student population explosion without commensurate expansion in facilities resulted in severe overstretching of facilities in Nigerian universities. Good funding and controlled

spending are sine qua-non to quality control and sustenance in the university system as with all other facets of human endeavour (Okojie, 2012).

World Bank (2012) stated in its report on Nigerian Tertiary Institution that the equipment for teaching, research and learning are either lacking or very inadequate and in a bad shape to permit the institution the freedom to carry out the basic function of academics.

Speaking on the state of infrastructure in Nigerian universities in his last interview with Sunday Vanguard, late professor Festus Iyayi said, "Government set up a committee called the NEEDS ASSESSMENT COMMITTEE and it went round the Nigerian Universities and what it found was shocking. First it found that the student-teacher ratio was 1-400 on the average instead of being 1-40. It found that the classrooms were grossly inadequate and could accommodate about 30 percent of the number of student that enter those classrooms (Sunday Vanguard, 2013).

According to Awoyafa 2012, "Except for the new ones, the average public University in Nigeria is at least three decades old. Unlike old wines that mature with age, however facilities in these tertiary institutions seem to age as the year passes, with many vice-chancellors promising to upgrade them. From our investigations, many of the universities lack basic infrastructure like regular water supply, sufficient accommodation, well equipped libraries or functional rest rooms in the halls of residence or in lecture arenas.

2.2.6 Organizational influence on Educational Standard

Many viewers have observed that, most corporate organizations today in the country are fond of employing series of measures which are in effect bias and unproductive. They indulge in an unfair selective judgment on applicants seeking employment opportunity into their establishment, by way of using certificate grades as well as institution attended as a prerequisites for interview attendance and recruitment. In some cases, they rather

prefer candidates with first class and second class grade certificate and those that attended the first generation universities at the detriment of some others with lesser grade who might be better if given equal opportunity (Okecha, 2012).

This is their own way of encouraging irregularities and malpractices in the process of grade acquisition by prospective job seekers, therefore compromising standard and perpetual dependence on the services of foreign expatriates for both medium and high tech services.

2.2.7 Market forces

Some of the market forces affecting Nigerian universities are Joint Admission and Matriculation Board (JAMB), now Unified Tertiary Matriculation Examination (UTME) matching education to job demands, and infrastructure inadequacies. The Joint Admission and Matriculation Board examinations have caused a concern for both parents and candidates in Nigeria. Some candidates sit for the exam for years without gaining admission to any university. These have lead to cheating or taking an unpopular career course in order to gain admission (Ajuzie, 2010).

Moja (2000) said "Access to higher education and the lack of the capacity of the system to absorb the numbers of students seeking admission to higher education institutions continues to pose a serious problem. For example, it is estimated that out of 400,000JAMB candidates seeking admission to university education, more than 320,000, which is about 80% are not able to gain admission to any of the 37 Nigerian universities" (Ajuzie, 2010)..

Onyekakeyah (2005) commented, "The Joint Admission and Matriculation Board (JAMB) result in recent time clearly show that the situation has not improved in the real sense of the word.

Secondly since it takes candidates a while to gain admission into the Nigerian university education, a good number opt for any course. By so doing the course will not be job matched with the course of study by students.

The infrastructure inadequacies in the Nigerian universities are another area that poses hindrance to learning and research work. A good number of Nigerian universities are offering technological education programs. The question is how many of these universities have the basic infrastructure to run the program. For example, in most universities offering computer course, students graduate without touching a computer. Onyekakeyah (2012) said, "The death of infrastructure in the public universities is sickening and runs short of an ideal academic environment".

Salami (2011) said "Unfortunately, today students are learning in dilapidated buildings, environmentally depressing and learning disabling situations and yet some of these students are still excelling". For students, it is simply a means to acquire certificates, and not the development of their cognitive and social powers. A revisit to our present day recruitment and retention exercise need a crucial attention.

The mission of Nigerian universities should not be limited to these goals alone. They have to take into consideration the larger society's needs and the construction of knowledge. Higher education must therefore shape its curricular offerings to fit the demands of the market in a particular context and period, without losing sight of encouraging full human development. They cannot be confined to provide the human resource demands by the market. To do so would be to limit the social relevance of higher education. The challenge to Nigerian universities is to conduct the university's affairs in a way that is relevant to a historical moment gripped by rapid change (Ajuzie, 2010).

2.2.8 Faculty Exodus

Over the past decades, as a result of a gradual exodus of many of our most talented faculty, Nigeria universities have seized to be a place for exciting search for innovation. Some faculty abandoned academia for other sectors of the economy, where professionals and scientists receive higher salaries and greater social recognition. Some emigrate for economic reasons, while some fled because of political reasons. The result of the faculty exodus is seen in the quality of graduates that our university produces.

2.2.9 Socio / Political Issues

The tertiary institutions that are established to promote intellectual excellence, good virtues etc; have deviated. We are faced daily with reports of students caught in armed robbery, rape, assassination. The majority of these institutions have misplaced their goals and allowed social, political factors of their environment to create crises in their academic community. It is a known fact that tertiary institutions do not get their entire approved annual budget.

All these and more threaten the academic autonomy and stable academic calendar. Management style and the structure of Nigeria universities. Another area of close examination is the management style and the structure of our universities. There are allegations of politically motivated decision-making, mutual back scratching, patronage and partisanship that have permeated our universities. Babalola (2013) commenting on this issue noted, "that the world ranking of universities published by Institute of Higher Education of Shanghai Jiao Tong University had exposed the ills in the management of the universities in the country" (Guardian Newspapers December 2005).

He further said: "one of the problems is the quality of products turned over to the universities by primary and secondary schools". Also the politicization, lack of resources,

and frequent crisis of authority have further exacerbated this situation. Added to this is the proliferation of academic programs.

In the 1960 till late 70s, each Nigerian university was known as an expert in certain programs. Today, it is a different scenario, as many Nigerian universities want to run all programs from University teaching hospital to having a nuclear department. To this, is the massive influx of unprepared students whom the universities admit without increase resources to address their special needs. President Obasanjo addressing the pioneer students of Gombe State university said, "Despite the existing 75 federal, state, and private universities in the country, the nation needed additional 70 universities to take care of the growing number of students from secondary schools (Daily Independent online March14, 2006, p.1).

There is need for Nigerian universities to change from being conventional sources of graduates to becoming engines of community development. Nigeria needs a new generation of universities that can serve as engines of both community development and social renewal. Fundamental reforms will be needed in the curriculum design, teaching and management of Nigerian universities. The universities need to help solve the economic, social and environmental challenges that the authorities in their location face. They should play a role in promoting infrastructure development. To promote reform in existing universities, in order to bring research, training and outreach activities to the service of the people, it will require deliberate collaborative efforts by governments, academia, business and civil society to reinvent Nigerian higher education system and put it to the service of the people. This will require a qualitative change in the goals, functions and structure of Nigerian universities (Ajuzie, 2010).

Okecha (2012) commented, "For the first time, a really international world of learning, highly competitive, is emerging. If you want to get into that orbit, you have to do so on merit. You cannot rely on politics or anything else. You have to give a good deal of autonomy to institutions for them to be dynamic and to move fast in international competition. You have to develop entrepreneurial leadership to go along with institutional autonomy".

2.4 The Silent Revolution: On-going Reform to Attain World –Class Status

Since 1999, President OlusegunObasanjo has continued to challenge the Nigerian university system to shake off its garb of obsolescence and prepare to rise to world-class status. Through the instrumentality of the National Universities Commission (NUC), government's quality assurance agency academic standards for all disciplines taught in the Nigerian University System as well as the accreditation of all degrees and academic awards, has continued to make policy and implement intervention projects targeted at enhancing the quality of the teaching, research and community service activities of Nigerian universities. This is with the aim of ensuring that they are sufficiently empowered and motivated to produce globally competitive and entrepreneurial graduates who can be key players in driving the nation's socio-economic and technological development (Okebukola, 2012).

2.5 Theoretical Framework

System theory is adopted to serve as a theoretical frame for the study. According to David Easton (1953) as cited in RosselAckoff (1979) a system is a series of inter-related parts which are inter-dependent and inter-reactive and affect the whole system. Thus all the inter-related, inter-reactive and inter-dependent parts must contribute effectively and efficiently to the success, survival growth and development of the system. However, the absence of either of the sub-system could jeopardize and undermine the effort of the

organization in ensuring success and indeed survival of the entire system. Rossel Ackoff (1979) reiterated Easton's submission and describes a system as whole which cannot be taken apart without the loss of its essential characteristics. These characteristics are;

i. A set of objectives

ii. A hierarchy of inter-dependent units

iii. A specific defined and specialized roles of the units

iv. An input transformation technology

v. A boundary which defines the threshold of its transaction among the universe of system.

vi. An environment which the system is situated.Open system is one which interacts with the environment. It receives input and influences from environment and in turn passes output and influences.

All societal organizations are open system. Thus the way organization adapt to changes in the environment is the key element in an organizational success and its very survival.

Organization is an open system attempt to monitor and anticipate environmental disturbances. However, some disturbances are so great or unexpected that the existence of the organization is threatened. This therefore introduces uncertainly into the organization and emphasizes survival as the objectives of an open system. To be successful and to remain in existence, organization must be flexible and adapt to change. This means changes not only in the organization relationship but also in their internal method and structures. This is because successful organizations are characterized by their internal openness and readiness to accept that yesterday's method and product may likely not be suitable or accepted for tomorrow

2.4.1 Indices of system theory:

i. Importing, transforming and exporting

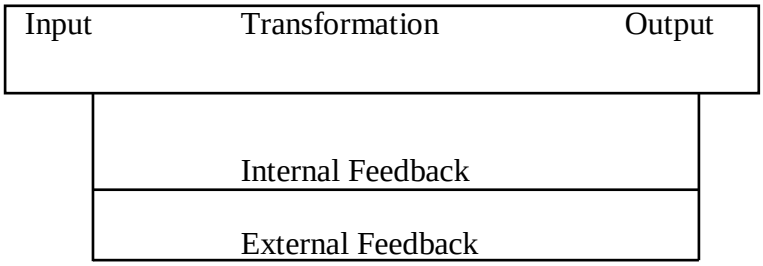
ii. Characterized by some degree of uncertainly

iii. Engage in inter-change with the environment which is an important factor that underline the organization inability adaptability, continuity, acceptability and growth

iv. It is a sub-system of supra-system.

v. Survival is its primary objectives

Fig. 2.1: System Transformation Mechanism



Source: David Easton Page 125 cited in Halidu, 2014.

This is a system operational mechanism. All systems are composed of the basic elements of input, processes and output. These repetitive circles of activities determine the operational pattern of the system. It defines the structural formation of the system and indeed shows the mutual relationship and dependency of the divergent part of an organization.

2.4.2 Application of system theory to the Nigerian university system

The system theory is adopted for this study. According to Okebukola (2012) Using the system theoretical model, the Nigerian University system has three major elements – Input, process and output. The inputs into the system include the students (quantity, quality, socio-economic status, motivation, self-concept and other psychosocial characteristics); Teachers (quantity, quality, welfare/motivation and training); non-teaching staff (quantity, quality of administrative and technical staff); Curriculum (Content, scope, and relevance): Funding (adequacy and regularity); and Instructional

Materials (quantity, quality); Facilities (quantity, quality of class rooms, laboratories, workshops, hostels, sporting/leisure facilities and infrastructures).

The process element in the model include quality of curriculum delivery (classroom teacher-student-material interaction; evaluation procedures). Quality of research process, management and administration, community participation and quality assurance. The outputs are the production of graduates (quantity, quality) and new knowledge through research. Hence Nigerian university will be assessed using this theory.

We shall now undertake an assessment of the three governance periods using the input-process-output model. We begin with comparison using key system indicators.

Fig.2.2. Elements of the Nigerian University System

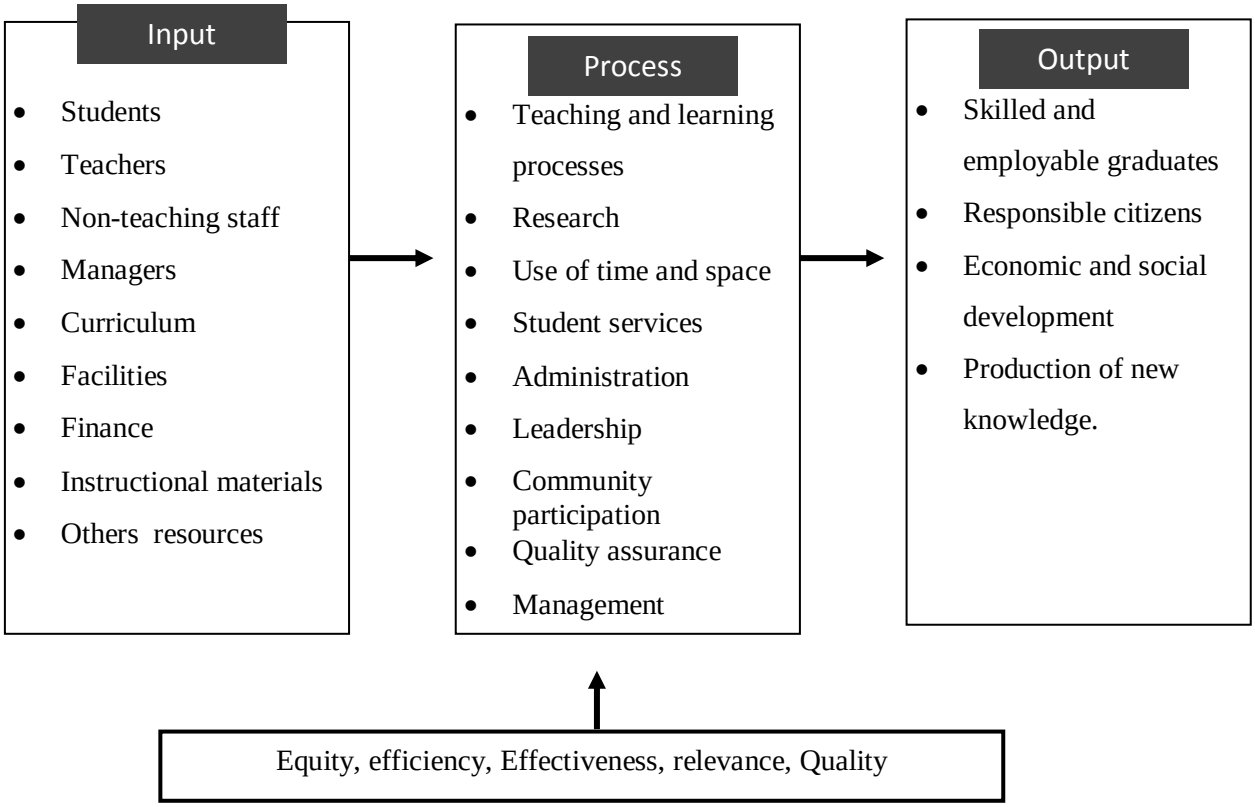


Fig 2.2 Input-Process-Output Theoretical Models for the Nigerian University System.Source: Okebukola, (2012) p. 133

2.6 Status of Input into the Nigerian University System

According to Okebukola (2012), inputs into a system are those elements which are needed as raw materials for delivering the quality of output envisaged for the system. In an educational system, these elements include students, teachers, non-teaching personnel such as administrative and technical staff; curriculum, physical facilities and funds.

Input elements are important insofar as they from the building blocks for the development of the output. It is the interplay of the forces of the input during the processing phase that emerges as the resultant output. In this section, a status report is given of the quantity and quality of the major input factors into the university system in Nigeria. Treatment begins with the primary input – the students.

2.5.1 Students: Access and equity issues

Access to university education is available to all Nigerians who have the basic post – secondary qualifications. In a 6-3-3-4 system, a successful completion of senior secondary education primes the student for the four-year higher education programme. The polytechnic, college of education and university offer choices of programmes (Okebukola, 2012).

Beyond the foregoing trite statements is the limitation of spaces in the universities which impose restrictions on access. If they had their way, almost every product of the senior secondary system will want to be placed in a university. Statistics from the Joint Admissions and Matriculation Board confirm that they cannot have their way since less than 13 percent of those who apply for admissions are able to secure placement (Ramon-Yusuf, 2013).

He further opined that enrolment into Nigerian universities has been growing steadily over the last 54 years. From a take-off enrolment of 210 in 1948 at the University College, Ibadan emerged five universities in 1962 enrolling a total of 23,000 students. By 1996, the total number of universities stood at 37 with a student population of 234,581. The rate of growth quickened beginning from 1988 when the first set of products of the Universal Primary Education (UPE) scheme which began in 1976 came knocking on the doors of the universities for admission. In the 1990s, the annual growth rate averaged 12%.

The total number of students enrolled in all Nigerian universities by March 2006 is in excess of 750,000. In spites of these figures, the emerging scenario in university education is the push by candidates for a degree in any discipline. Three plausible reasons can be advanced: one, the number of applicants is ten time more than the number of spaces. Many applicants therefore go for whatever courses are available during an admission season.

Disciplines such as education and religious studies are able to benefit from this scheme. Second, poor job opportunities even for choice course are limited; hence the lack of care for whatever course is available in the university of first or second choice. The third reason is the crave for a university degree, regardless of discipline. This is seen as the push factor for some holder of polytechnic diplomas applying for degree programmes in universities. There is probably a fourth reason. This is the pervasive belief that university education, regardless of discipline, trains the mind to be able to do any job better than without university education. This is becoming self-fulfilling as seen in graduates of History, Arabic and Religious Studies employed (and doing well) in the banking sector .many barbing saloons, restaurants and tailoring out fits are manned by holders of miscellaneous universities degrees with little or no relationship with the job (Ramon-Yusuf, 2013).

2.5.2 Teachers

A teacher in a university is one who is empowered by his or her instrument of appointment to teach and evaluate students, carry out and publish research and offer his/her expertise to the community-local, national and international in terms of consultancy, public enlightenment and other services (Ramon-Yusuf, 2013).

Currently offering service in Nigerian universities are more than 35,592 teachers; of this, 157% are females. Teacher/student ratio is 1:21 on the average. This is fair when compared with similar ratios in Ghana (1:41); South Africa (1:36) and the USA (1:18). The ratios by discipline are far from encouraging especially in the humanities and some science-based disciplines (Okebukola, 2012).

In the area of quality of professors, peer assessment by local and overseas technical experts confirm the high rating of Nigerian professors in terms of knowledge and research skills. It is widely claimed that Nigerian professors intimidate colleagues from other

counties (developed and developing) with show of proficiency and professionalism. The "jumbo CVs" of the Nigerian senior academic, it is often said, frighten colleagues from most African countries when the setting is competitive. While the foregoing rating is generally true, there are a few outlying cases (Ramon-Yusuf, 2013).

2.5.3 Curriculum

Curriculum analysis shows that the contents of the minimum course descriptions as laid down by the National Universities commission for Nigerian universities agree well with course contents in European and North American universities. Thus, in terms of statement of intentions of what to teach, the quality of curriculum of Nigerian universities can be rated as high. Courses and their contents of the minimum curriculum standards for Nigerian universities have had a very high degree of agreement with equivalent materials in the US, Britain and South Africa. However, this equivalence does not go beyond paper. A gap exists as it falls short on the measure of relevance (Taiwo, 2011).

What a Chemistry student in Harvard is expected to study is, what the senate of University of Abuja will expect the same chemistry student to study. What the student actually study in Abuja may not be equivalent to the Harvard experience largely on account of differences in laboratory, library and industry experiences. It needs to be mentioned as a plus, that the high recovery rate of the Nigerian students when placed in such Harvard setting is legendary. Examples are replete of products of Nigerian universities leading their class in American and European universities after a very short period of adjustment. The same has been found to be true of products of the Nigerian secondary schools systems. What can be deduced from these experiences is that with improved conditions for teaching and learning, the Nigerian community of teachers and scholars will be world leaders (Taiwo, 2011).

Nigerian universities offer a broad range of courses. In the conventional universities, almost all combinations are possible. There are specialized universities for Agriculture and Technology. The tendency where universities of science and Technology, shift focus towards admitting large numbers of arts, business and social science students is being discouraged (Taiwo, 2011).

2.5.4 Facilities and equipment

Facilities for teaching, learning, research, management and domiciliation are important input element into the university system. For teaching, learning and research, facilities needed include classrooms, theatres, laboratories, workshops, office space, library and other specialized rooms. Hostels are needed as domiciles for students in all cases, appropriate items of equipment are required for teaching, research and management. Because of large student numbers, the space requirements for classrooms lecture theatres, laboratories and workshops are hardly met in over 70% of the universities. Facilities are over stretched; thus presenting a recipe for rapid decay in the face of dwindling funds for maintenance. Most libraries lack current books and journals (a problem that is being addressed by the National Virtual Library Project). A preliminary report on the state of equipments in workshops and laboratories of federal universities documents a sorry state of affairs in terms of number and operational status (Taiwo, 2011).

Nigerian universities aspire to transform to its old glory. They aspire to be in the league of the world's best universities. To get a sense of this goal, it is instructive to identify the characteristics of world-class university. By the 2005 world ranking of universities, the top three are Harvard, MIT and Oxford. What do these universities have in common? The following are discernible – compact student population (Harvard which was established in 1636 has never exceeded a student population of about 19,000; compare OlabisiOnabanjo University with over 60,000 students); high percentage of international students and staff;

high proportion of endowment of MIT is more than the 2year budget of all Nigerian Universities); staff who are actively engaged in research; stable academic calendar; highly selective admission process, impressive infrastructure for teaching and research; staff who are paid based on productivity not union-negotiated uniform pay for hard working and indolent staff alike; promotion based on outstanding academic merit; among several others (Okebukola, 2012).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology is one of the most critical aspect of any research work. It describes the population and sample used. Kolhari (2004) state that for selecting the appropriate method for data collection, a researcher should keep in mind the following key factors: nature, scope and object of enquiry. This study attempted to assess the Institutional Capacity and Quality of Education in Ahmadu Bello University and the University of Ibadan as the study areas. To achieve, this chapter outlines and explains the methodology adopted for the study under the following captions: Research design, population and sample size, sampling technique, sources of data, administration of instrument and method of data analysis.

3.2 Research Design

The study adopted the survey method through the use of questionnaire and interview. The perception of respondents on the effect of funding, staffing and the nature of academic curriculum on the quality of education given to students were expressed on a five-point Likert scale namely: strongly agree, agree, undecided, disagree, and strongly disagree and complemented by the interviewee respondent from interview sources. The use of survey design can be justified on the basis of economy and the rapid turnaround in data collection (Creswell, 2003).

3.3 Population and Sample Size of the study

The population for the study was 4,111 made up of academic and management staff of the Ahmadu Bello University and the University of Ibadan. 4 respondents who were management staff of the Universities were also interviewed. The detail of the population distribution and sample size of respondents were presented in table 3.1.

Table 3.1: Population and Sample Size of Study

S/No	Study Area	Population	Sampled Size	Percentage
1.	Academic Staff (A.B.U)	2540	164	46.9
2.	Academic Staff (U.I)	1549	164	46.9
3.	Management Staff (A.B.U)	11	11	3.1
4.	Management Staff (U.I)	11	11	3.1
	Total	4111	350	100

Source: (MIS Unit, ABU, 2014 & U.I. Pocket statistics, 2014.)

Morgan and Krejcies (1970) formula was used to determine the sample size of the population. The formula is expressed as:

$$S = \frac{x^2 NP(I-P)}{d^2(N-1) + x^2 p(1-p)}$$

Where

S = required sample

X^2 = the table value of Chi-square for degree of freedom at the desired confidence level (3.841).

N = the population size

P = the population proportion (assumed to be. 50 since this would provide the maximum size).

d = the degree of accuracy expressed as a proportion (.05)

N = Population = 4111

Sample Size = $\frac{3.841(4111 \times 0.25}{10.275 + 0.96025}$

= 351.356

n = 350.000 approximately.

3.4 Sampling Technique

Probability sampling plans was used for this study while the samples size respondents for each population was drawn using the systematic sampling. While interviewees were drawn through purposive sampling technique. The choice of the sampling techniques used is because the population size is known and the systematic choice is used as it ensured equal opportunity for respondents.

3.5 Sources of Data

Primary and secondary sources of data were used in this study. The primary sources consist of questionnaire and interview. Questionnaire was used because of its reliability, convenience, anonymity and its low reactivity. The questionnaires were structured in a close-ended format for easy tabulation, coding and analysis. The first set of questionnaire was structured for academic staff of ABU and U.I while the other was for the management staff of the institutions. The questionnaire was divided into section "A" and "B". Sections A consist of question relating to the respondents data while section "B" of the questionnaire addressed questions relating to the hypotheses.

The use of interview was intended to complement the research questionnaire addressed to the principal staff (management staff) of the institution and was structured. The secondary sources explored in this study include journals publications from the National Universities Commission, previous research studies, Central Bank of Nigeria bulletin, ABU and U.I websites, published journals, pocket statistics diary and relevant internet materials.

3.6 Administration of Instrument

A total of 350 questionnaires were administered to elicit response from the respondents on the effect of funding academic staff and the nature of academic curriculum on the quality of education given to students in A.B.U and U.I.

A total of (4) four respondents who were management staff were interviewed with 2 from each university. The interview was to assess the effect of funding on the quality of education given to students in ABU and UI.

3.7 Method of Data Analysis

Both descriptive and inferential statistical tool of analyses were employed in this study. The descriptive tools include the use of frequency counts, simple percentage and mean. The hypotheses were tested using the Chi-square. The formula for calculating the chi-square is expressed as:

$$X^2 = \frac{\sum(Fo-Fe)2}{Fe}$$

Where: X

X^2 = Chi-square

Fo = Observed frequency

Fe = Expected frequency

$\sum =$ Summation

To calculate the expected frequency, we multiply the column total by the row total and divide the result by the ground total for each cell FE = $\frac{CT \times RT}{OT}$

freely varying scores within the sample. The difference is always one less than the sample size and is given as DF =N-1

The level of significance refers to the maximum probability with which we could be willing to risk. It could equally be referred to as probability of making type one error designated as alpha. That is rejecting a false hypothesis that is in fact true. For the study, the level of significance to be used is 0.05. Based on the statistical analysis, the decision rule for the study will be as follows.

Decision Rule

The study shall reject the hypothesis at 0,05 level of significance if the x^2 value (i.e, calculated value) exceeds the critical value. On the other hand, if the critical value exceed the calculated value, the study shall accept the hypothesis.

The equation for the computation of mean is given as

$$\text{Mean} = \frac{\sum FX}{\sum F}$$

The symbol Σstand for the sum; $\sum FX$ means the sum of the individual scores multiply by the frequency of the scores.

CHAPTER FOUR

OPERATION OF THE AHMADU BELLO UNIVERSITY AND THE UNIVERSITY OF IBADAN

4.1 Historical Background of Ahmadu Bello University Zaria

A month before independence on October 1960, the Ashby commission on post-school certificate and higher education in Nigeria appointed by the Federal Government in 1959 recommended that a university should be created in Zaria to serve the ten northern Region of Nigeria. Consequently, the Northern Region's Government requested the British secretary of state for common wealth relations, to send a delegation headed by Sir Alexander Carr-Saunders arrived in April 1961 and in the same month issued its recommendations on the scope and activities of the university.

In April 1961 a law establishing a provisional council of the University of Northern Nigeria was passed by the legislature of Northern Nigeria and the provisional council established in November 1961 under the chairmanship of the Hon-ShettimaKashim. Now sir Kashim IbrahimKoma, CBE (a member of the Ashby commission who later became Governor of Northern Nigeria and visitor to the university. Sir Norman Stanley Alexander a new Zealand, and professor of physics at the their college university Ibadan, was appointed the first principal (later vice-chancellor) in July 1961 and assumed office in November.

The university was named after Sir Ahmadu Bello (1901-1966), the Sardauna of Sokoto and premier of Northern Nigeria, who as the first chancellor performed the opening ceremony on October 4, 1962.

The university opened with just four faculties – Agriculture, Engineering, Law and Science; five departments and 426 students. The challenges faced were enormous. Over 60

years of British colonial rule, education in the Northern Region had tagged far behind that of the two Southern Region, few students from the North had qualifications for university entrance and fever still northerners, only147 were from the North. ABU's first vice chancellor (principal administrator and leader) was British, as were most of the professional appointments. Only two Nigerians- Professor IyaAbubakar (Mathematics) and AdamuBaikie (Education) – were among the earliest round of faculty appointments. Facilities on the main Samaru Campus were inadequate, and the administration and integration of the physically separated pre-existing institution was difficult.

Nevertheless, under the Vice chancellorship of Dr, Norman S. Alexander academic and administrative staffing was developed, new departments and programs were created, major building plans were undertaken, and student enrollments grew rapidly. By the end of Alexander's tenure (1965-66), almost 1,000 students were enrolled. The New Zealand born Alexander from 1966, became a kind of "Freelance Vice-chancellor", offering his expertise to help in the setting –up of other commonwealth universities in the West Indies Fiji and Africa.

As it approaches its half-century anniversary, ABU can claim to be the largest and the most extensive of all universities in sub-Saharan Africa. Currently, the university covers a land of area of 7,000 hectares and encompasses twelve academic faculties a postgraduate school and 82 academic departments. It has five institutes, six specialized centres, a division of agriculture colleges, demonstrations secondary and primary schools, as well as extension and consultancy services which provide a variety of service to the wider society. The total student enrollment in the university's degree and sub-degree programs is about 35,000, drawn from every state of the Nigerian federation, from Africa and the rest of the world. As at December, 2014 there are about 2,540 academic staff and 5,000 support staff serving the university. The university has also nurtured two new university institutions

(BayeroUniversity, Kano and the AbubakarTafawaBalewa University of Technology, Bauchi) some 27 tertiary institutions made up of colleges of education, polytechnic and schools of basic or preliminary studies are affiliated to it.

The successful leadership of the university include: Professor Norman Alexander (1961-1966) Professor IshayaAudu (1966-1975), Professor IyaAbubakar (1975-1978) professor OladipoAkinkugbe (1978-1979), Professor AngoAbdullahi (1979-1986) Professor AdamuNayaya Muhammad (1986-1991), Professor Daniel Saror (1991-1995) Gen. MammanKoatagora (1995-1998) Professor Abdullahi Mahdi (1998-2004), Professor S. U. Abdullahi (2004 – 2009) and currently Professor Abdullahi Mustapha (2009 – Date).

As the university celebrated its golden jubilee in the year 2012, it faces the challenges of creating a digital environment in which the most up to date technology and service in the process of teaching, learning and research. The vision is that of a campus with internet access in every office, classroom and laboratory and with a student body and academic versatile in the use and application on of these technologies.

At the first convocation ceremony of Ahmadu Bello University in 1963, the funding 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 or race, religious or political beliefs*" etc.

Hence, the objectives of ABU as articulated in article 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 a university of the highest standing.

(b) To promote research and the advancement of sciences and learning.

(c) To secure the diffusion of knowledge throughout Nigeria

(www.abu.edu.ng)

4.2 Historical Background of the University of Ibadan

The University of Ibadan started off as the University College, Ibadan (UCI) which was founded in 1948, occupying at first the old site at Eleyele. It later moved to the new site which covered over 2,550 acres of land. The site was generously leased by the chiefs and people of Ibadan for 999 years. The establishment of the university could be traced directly to the report in 1945 of the Asquith and Elliot commission which were set up by the British Government in 1943. Equipments were transferred to the university from its sub- university status forerunners. The Yaba Higher College (established in 1932, but formally opened in 1934) and the Yaba Medical School (established in 1930). They were 104 foundation students (including 49 students in teacher training and survey course who began their courses at Ibadan on 18 January 1948. The formal opening took place on 25 March, 1948. In February 1948, London University allowed Ibadan its special relationship scheme. Arthur Creech Jones, their secretary of state for the colonies and an influential member of Elliot commission cut the first sod at the permanent site of the University College in 17 November, 1948 which thereafter became the founding day. It was a University College from 1948 until the bill making it an autonomous institution was

passed in December 1962; when it took the name University of Ibadan. The University College in 1948 had three founding faculties – Art, Science and Medicine. Today the university has 13 faculties. They are Arts, Science, Agriculture, and forestry, the social science, education, veterinary Medicine, Technology, Basic Medical sciences, Pharmacy, Clinical Sciences, Law, Public Health and Dentistry. The academic wing of the university includes the library, the institute of child Health. The computing centre, the university press, the industrial training coordination centre, the institute of education, the Africa Regional Centre for information science, the women's Research and Documentation Centre, the Ibarapa Community Health Project and the behavioural science Research unit. In the 1989/90 session, students population has increased to 14,000 in accordance with the directive of the National universities commission (NUC) of ten percent (10%) growth for the first generation universities in Nigeria. As at December 2014, student population was 39304. The academic staff figure stood at 1549 and support staff of about 4,210; putting the total staff strength at 5959. Source (www.ui.edu.ng).

4.1.1 Vision and mission of Ahmadu Bello University

Vision: ABU shall be a world – Class University comparable to any other, engaged in imparting contemporary knowledge, using high quality facilities and Multi-disciplinary approaches, to men and women of all races as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large.

Mission:To advance the frontiers of learning and break new grounds through teaching, research and the dissemination of knowledge of the highest quality to established and foster national and international integration, development and the promotion of African traditions and cultures; to produce high level human power and enhance capacity building

through training, in order to meet the need and challenges of the catchment area, Nigeria and the rest of the world.

4.2.1 Vision and mission of University of Ibadan

Vision:To be a world class institution for academic excellence geared towards meeting societal needs.

i. To expand the frontiers of knowledge through provision of excellent conditions for learning and research.
ii. To produce graduates who are worthy in character and sound judgment.
iii. To contribute to the transformation of society through creativity and innovation.
iv. To serve as a dynamic custodian of society salutary value and thus sustain integrity. (www.ui.ed.ng).

4.3 Organizational Structure of ABU and U.I

The structural based of an organization shows its power relationship between the various officialdom or administrative set-up within it. The structure indicates the position of functionaries in the organization, their power and operational pattern. It guide power (authority and responsibility relations; shows unity of command and administrative process and in deed ensure a smooth flow of information (Yusuf, 1999) ABU and UI are both federal universities and have the same organizational structure.

Visitor

Ahmadu Bello University and University of Ibadan are owned by the federal Government of Nigeria which it runs through the National Universities Commission (NUC). The president and commander-in-Chief of the Armed forces of Nigeria is the visitor. By the

authority conferred on him by the provision of the law, he can from time to time visit the universities or direct a visitation to the university for the purpose of ensuring the effective fulfillment of its objects as set out in the law.

Chancellor

The chancellor shall be the head of the university and shall be appointed by the visitor on the recommendation of the council. The chancellor shall hold office for five years from the date of his appointment or until his resignation.On completion of tenure shall be eligible for reappointment. The chancellor when present shall preside at the ceremonial and other assemblies of the university, and in addition to his other function provided for in the law.

Pro-Chancellor

The pro-chancellor shall be appointed in accordance with statute and who shall act as deputy to the chancellor in such manner and to such extent as shall be prescribed by statute.

Vice-Chancellor

There shall be a vice-chancellor who shall be the chief executive and academic officer of the university and who shall be the ex-officio chairman of the senate. He has capacity to initiate meetings and discussion with the university principal officers and staff substance on issues affecting the university management consequences to the survival and growth of the university- as he/she manages the day-to –day affairs of the university, implement policy decisions and is in direct contact with the entire human elements in the university (staff, students and public in general). According to Udoji Commission Report, 1973, the following summarizes the duties of Vice-Chancellor: "vice-chancellor is both the administrative and academic head of the university. He is required to provide academic

leadership, being ex-officio chairman of the senate and a number of man committees as well as being a member of the council. He also has to give guidance on daily problems. He is the principal spokesman for the university in its external relations. He has to supervise the various administrative departments and, in some instances he has some sections dealing with planning, public relations or internal audit under his personal control.

Council

There shall be constituted a council for the university according to the law of respective universities. The council shall be the governing body of the university with power to manage all matters not otherwise provided for by or under the law.

Deputy Vice-Chancellor (Admin)

The deputy vice-chancellor (Admin) should be appointed in consultation with the vice-chancellor for the administration of housing and passages, office, legal/industrial relation office, mail and postal service, catering service and Lagos office. The D.V.C (Admin) do also act when the vice-chancellor is away.

Deputy Vice-Chancellor (Academic)

The Deputy Vice-Chancellor (Academic) will oversee the work of the deputy registrar (academic) and be responsible for all academic matters.

Senate

There shall be a senate for the university, the composition of which shall be determined by statute. Proceedings of the senate shall not be invalidated by reason of any defect in the appointment of any member or by reason of any vacancies among its members. The senate shall, subject to the provision of this law and statutes and subject also to control by the

council in all matters affecting the finances of the university, manage the education affairs of the university and act for the university in all academic matters and in particular but without derogation from the generality of the foregoing have the following functions:

i. To direct and regulate the admission of student and teaching and instruction within the university and examination held by the university subject to the power of the council as herein;

ii. To promote research within university;

iii. To confer degrees, diplomas, certificates, licentiate-slip and other destructions;

iv. To make after report from the faculties concerned, all regulations for giving effect to the statute and advances of the university relating to course of study and examinations.

v. To report the council on all statute and advance or proposed changes thereof

vi. To exercise and perform such other powers and duties as may be conferred or imposed upon the senate by the state.

Registrar

The registrar should be appointed in consultation with the vice-chancellor for the administration of housing and passages office, legal industrial relation office, administration of academic planning unit, academic office with other responsibility attached to his office.

Deputy Registrar (Admin)

The deputy registrar (Admin) should be appointed in consultation with the vice-chancellor (Admin) for the administration of Housing and passages office, legal/industrial relation office, mail and postal service and other responsibility attached to its duties.

Deputy Registrar (Academic)

The deputy Registrar (academic) should be appointed in consultation with the vice-chancellor. He will be responsible to the deputy Vice-Chancellor (academic) for the administration of academic planning unit, academic office, university archive office, information and protocol office and university farm.

Bursar

The bursar should be appointed to hold office for a period of four years and be eligible for reappointment. He should remain the financial officer of the university subject to the directive of the vice-chancellor.

Deputy Bursar (Finance)

The Deputy bursar (Finance) should be appointed in consultation with the vice-chancellor. He will be responsible to the Bursar for the control, supervision and coordination of the work of the cash office, loans office, bank reconciliation office and central payroll office.

Deputy Bursar (Accounts)

The deputy bursar (accounts) should be appointed in consultation with the vice-chancellor. He will be responsible to the Bursar for the control, supervision and coordination of the work of the expenditure control office, final account office, pension and insurance and central purchasing unit.

University Librarian

The librarian should be appointed in consultation with the vice-chancellor and hold office for a period of four years. He should be eligible for reappointment. The librarian will be responsible to the vice-chancellor for the administration of the university library.

Director of Maintenance Unit and Water Works, Mechanical and Telecommunication

The director will be responsible to the Vice-chancellor for initiating policy matters and executive action arriving from the decisions of the council senate and such other bodies or as the vice-chancellor may direct.

Auditor General

The auditor general should be appointed in consultation with the vice-chancellor to hold office for a period of four years and be eligible for reappointment. As the chief internal auditor of university, he will be responsible to the vice-chancellor of initiating policy matters and executive action arising from the decision of the council, senate and such other bodies or as the vice-chancellor may direct. He is also concerned with the auditing of payment vouchers alone but widen its scope to include looking into irregularities arising from recruitment, training, promotion and discipline of staff He is assisted by deputy Auditor-General

Chief Security Officer

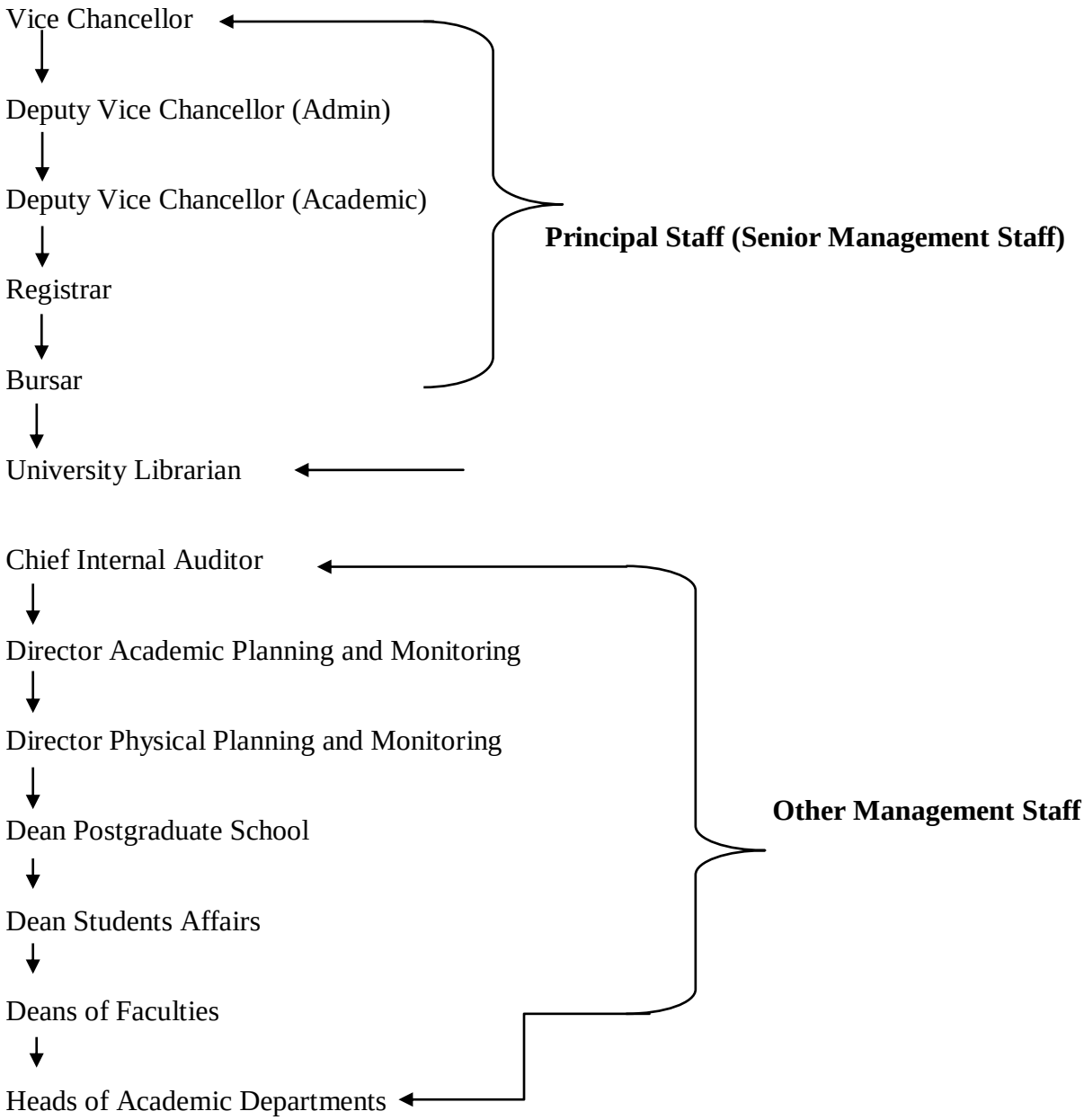
The appointment of the security coordinator should be on contract basis. He will be under the vice-chancellor, be responsible for initiating policy matters and executive action from the decision of the council, senate and such other bodies as the statute may prescribe or the vice-chancellor may direct. The security coordinator may liaise with the outside bodies on

security matters affecting the university if assign by the vice-chancellor. He will have no control over the security division of the faculties, institute and centres (Yusuf, 1999).

4.3.1 Management hierarchy of ABU and UI

Ahmadu Bello University and university of Ibadan operate the same management hierarchy of principal staff (senior management staff) and management staff.

The principal staff are:



Source: Registry University of Ibadan and ABU, 2014

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

This chapter presents data and it's analysis. Data collected through questionnaire were presented in tables and analyzed using frequency counts and percentages. The data from the questionnaire were measured on a five point Likert scale and interpreted using descriptive statistics. Based on the presentation, analysis and interpretation of data, the hypotheses were tested using chi-square. Data collected through the interview conducted and secondary data were analyzed using the content analysis to complement the responses from the questionnaire

Table 5.1: The rate of Return of Questionnaire of Respondents

S/N	Study Area	Total no. of Questionnaire Administered	Total no. of Questionnaire Returned	Percentage of Questionnaire Returned
1.	Academic Staff Abu	164	120	73.17
2.	Academic Staff U.I	164	105	64.02
3.	Management Staff (ABU)	11	8	72.73
4.	Management Staff (U.I)	11	6	54.55
	Total	350	239	68.29

Source: Field Survey 2015

As shown in the table above, out of 164 questionnaires administered to the academic staff of A.B.U only 120 copies were filled and returned representing 73.17% of the return rate. 105 were duly completed and returned by the academic staff of U.I representing 64.02%.

The management staff of A.B.U and U.I returned 8 copies representing 72.73% and 6 copies representing 54.55% respectively.

5.2 The Effect of Funding on the Quality of Education given to Students in ABU and UI

According to table 5.1, 22 questionnaires were administered to the management staff of A.B.U and UI of which 14 were completed and returned. The questionnaires were administered to them to find out the extent to which financial allocation and subventions to the universities have affected the quality of education given to the students in the universities. Funding administration is a management issue and only principal staff of the universities can best answer question pertaining to it. The responses of respondents of the management staff of A.B.U and UI on the extent to which funding has affected the quality of education given to students are contained in table 5.2 and 5.3 respectively.

Table 5.2:Effect of Funding on the Quality of Education given to Students in A.B.U

Effect of funding on the quality of education	Strong Agree SA		Agree (A)		Undecided (UD)		Disagree (d)		Strongly disagree		Total	
	F	P	F	P	F	P	F	P	F	P	F	P
The level of funding is adequate for academic excellence	1	12.5	2	25	-	-	3	37.5	2	25	8	100
Under funding reduces significantly the quality of education given to students	6	75	2	25	-	-	-	-	-	-	8	100
Increase funding will improve the ranking of the university	3	37.5	2	25	-	-	1	12.5	2	25	8	100
Budgetary allocation and other subventions are timely released	1	12.5	1	12.5	-	-	4	50	2	25	8	100
Level of funding adequate but not injudiciously utilized	2	25	3	37.5	-	-	3	37.5	-	-	8	100
Adequate finding will enhance the quality of education	4	50	3	37.5	-	-	1	12.5	-	-	8	100

Source: Field Survey,2015

F = frequency

P = Percentage

A detailed analysis of table 5.2 shows the responses of staff on the effect of funding on the quality of education given to students. Majority of the respondents representing 37.5%

disagreed that the level of funding is adequate for academic excellence. 25% of respondents strongly disagreed with the assertion and the same 25% agreed while only 12.5% strongly agreed.

On the effect of underfunding on the quality of education, 75% strongly agreed while 25% agree there were no responses on other indicator.

Funding level on the ranking of the university has 37.5% strongly agreeing while 25% strongly disagreed 12.5% disagreed while 25% agreed.

Asking if budgetary allocation and other subventions are timely released, 50% of respondents which is majority disagreed that budgetary allocation and subventions are timely released 12.5% of respondents strongly agreed and agreed respectively while 25% disagreed that budgetary and subventions are timely released.

On the question that funding is adequate but not judiciously utilized, 37.5% of respondents agreed while the same 37.5% also disagreed. 25% strongly agree to the assertion while there was no respondent that strongly disagreed.

Meanwhile, the opinion of respondents was sought on if adequate funding will enhance the quality of education given to students. 50% of despondently strongly agreed while 37.5% agreed and there was no respondent who strongly disagreed. Only 12.5% disagreed.

In an interview with the management staff,it was revealed that funding has remained a major constraint in the wheel of progress of the university.Capacity inadequacy, particularly infrastructure to accommodate more students to the university is caused by poor funding. Also the environment could have been made more conducive for learning and teaching if there were more financial allocations to the university.

Table 5.3:Effect of Funding on the Quality of Education given to Students in U.I

Effect of funding on the quality of education	Strongly agree (SA)		Agree (A)		Undecided (UD)		Disagree (D)		Strongly disagree (SD)		Total	
	F	P	F	P	F	P	F	P	F	P		
The level of funding is adequate for academic excellence	-	-	2	33.3	-	-	3	50	1	16.7	6	100
Under funding reduces significantly the quality of education given to students	4	66.7	2	33.3	-	-	-	-	-	-	6	100
Increase funding will improve the ranking of the university	3	50	2	33.3	-	-	1	16.7	-	-	6	100
Budgetary allocation and other subventions are timely release	1	16.7	1	16.7	-	-	3	50	1	16.6	6	100
Level of funding adequate but not judiciously utilized	-	-	3	50	-	-	3	50	-	-	6	100
Adequate funding will enhance the quality of education	3	50	3	50	-	-	-	-	-	-	6	100

Source: Field Survey, 2015

Table 5.3 above shows the responses of the management staff on the effect of funding on the quality of education given to students. 50% of respondents disagreed that the level of funding is adequate for academic excellence with 33.3% agreeing to the assertion while 16.7% strongly disagreed.No respondent strongly agreed that the level of funding is adequate. Majority of respondents representing 66.7% strongly agreed that under funding

reduces significantly the quality of education while 33.3% just agreed to it. 50%, 16.7% and 16.6% strongly agreed, agreed and strongly disagreed respectively that budgetary allocation and other subventions are timely released. Only 16.6 respondents strongly disagreed with the assertion. Question that level of funding is adequate but not judiciously utilized revealed 50% respondents agreeing and same 50% disagreeing.

Opinion of respondents was sought on if adequate funding will enhance the quality of education given to students shows 50% of respondents strongly agreeing and the same 50% agreeing.

In an interview with the management staff of U.I on if funding has in any way constitute problem to the stride of the university to attain the vision of world class institution for academic excellence, the answer was in the affirmative that though UI has not done badly in the comity of universities in Africa, but more can be achieved with increased funding. He vehemently disagreed that budgetary allocation and subventions are timely released. He said most times subventions to the university do not always get immediately to it till after about a year or even two years later. Most intervention fund especially Tet fund do no t come as a "whole" but peace meal. This to him has impacted on the overall quality of both teaching, learning and environment.

5.3 Effect of Academic Staff on the Quality of Education given to Students In A.B.U

According to table 5.1, 164 questionnaires each were given to the academic staff of A.B.U and U.I 73.17% (120) of the total were filled and returned by ABU staff while 64.02% (105) copies were retrieved from the University of Ibadan. Quality education is contingent on the quality of the learners and the teachers. Therefore questionnaire were administered to the academic staff of A.B.U and U.I on the effect of academic staff on the quality of education given to students and their responses are shown in table 5.4 and 5.5 below

Table 5.4:Effect of Academic Staff on the Quality of Education given to Students in A.B.U

Effect of academic staff on the quality of education given to students	Strongly Agree (SA)		Agree (A)		Undecided (UD)		Disagree (D)		Strongly Disagree SD		Total	
	F	P	F	P	F	P	F	P	F	P	F	P
Quality of academic staff has a significant effect on the quality of education	84	70	24	20	-	-	-	-	12	10	120	100
Insufficient academic is responsible for poor quality of education given to students	72	60	36	30	12	10	-	-	-	0	120	100
Part time and under qualified academics is the bane to high quality graduate output	96	80	12	10	-	-	12	10	-	-	120	100
The number of senior lectures and professors adequate for excellence in university system	72	60	24	20	-	-	24	20	-	-	120	100
The number of students you teach and supervise are too much to guarantee excellence	24	20	-	-	24	20	36	30	36	30	120	100

Source: Field Survey 2015

Effect of academic staff on the quality of education presented in table 5.4 indicates 70% of respondents saying the quality of academic staff has a significant on the quality of education given to students 20% respondents disagreed with the assertion while 10% strongly disagreed.

On the insufficiency of academics as the cause of poor quality of education given to students, 60% strongly agreed while 30% agreed. Only 10% were undecided.

80% strongly agreed that part-time and under-qualified academics as the bane to high quality graduate output while only 10% agreed. 10% disagree on the assertion.

On the adequacy of the number of senior lecturers to professors in the university system, 60% strongly agreed that they are adequate while 20% agreed; 20% respondents also disagreed on the adequacy.

20% of respondents strongly agreed that the number of students they teach and supervise are too much while 20% respondents were undecided 30% disagree on the assertion and the same 30% strongly disagreed.

Table 5.5:Effect of Academic Staff on the Quality of Education given to Students in U.I

Effect of academic staff on the quality of education	Strongly agree (SA)		Agree (A)		Undecided (UD)		Disagree (d)		Strongly disagree (SD)		Total	
	F	P	F	P	F	P	F	P	F	P	F	P
Quality of academic staff has a significant effect on the quality of education	65	61.9	35	33.3	5	4.8	-	-	-	-	105	100
Insufficient academic is responsible for poor quality of education given to students	58	55.2	40	38.1	7	6.7	-	-	-	-	105	100
Part time and under qualified academics is the bane to high quality graduate output	50	47.6	45	42.9	-	-	5	4.8	5	4.7	105	100
The number of senior lectures and professors adequate for excellence in university system	5	4.8	55	52.4	5	4.7	40	38.1	-	-	105	100
You are over loaded with the number of students you teach and supervise	65	61.9	40	38.1	-	-	-	-	-	-	105	100

Source: Field Survey, 2015

A detailed analysis of tables 5.5, shows the responses of the academic staff of U.I on the effect of academic staff on the quality of education given to students. Majority of the respondents (61.9%) accept that the quality of academic has a significant effect on the quality of education given to students. 33.3% of respondents agree while 4.8% of the respondents were undecided.

55.2% of the respondents strongly agreed that insufficient academic is responsible for poor quality of education while 38.1% agreed and 6.7% of responses undecided.

On if part time unqualified academics are the bane to high quality graduate output, 47.6% respondents strongly disagreed.

4.8% of respondents strongly agreed that the numbers of senior lecturers to professions are adequate for the university while 52.4% agreed 4.7% of respondents were undecided while 38.1% of respondents disagreed that the number of senior lecturers to professors are adequate for the university system to attain excellence.

61.9% of respondents strongly agreed that the numbers of students they teach and supervise are too much to guarantee excellence educational system for students while 38.1% respondents agreed. There were no respondents for other indicators

5.4 Effect of the Nature of Academic Curriculum on the Quality of Education given to Students in A.B.U And U.I

The academics Staff of Ahmadu Bello University and University of Ibadan were administered 164 copies of questionnaire each. 73.17% (120) copies were completed and returned by staff of A.B.U while the academic staff U.I returned 64.02% of the questionnaire representing 105 copies.

Table 5.6 below is the presentation of the respondent responses from the Ahmadu Bello University while table 5.7 captures the respondent responses from the university of Ibadan.

Table 5.6:Effect of the Nature of Academic Curriculum on the Quality of Education given to Students in A.B.U

Effect of the nature of academic curriculum on the quality of education given to students	Strongly Agree (SA)		Agree (A)		Undecided (UD)		Disagree (D)		Strongly Disagree (SD)		Total	
	F	P	F	P	F	P	F	P	F	P	F	P
Curricular at all levels of education are poorly implemented	24	20	36	30	-	-	36	30	24	20	120	100
Content of professional courses do not reflect national requirement	36	30	24	20	24	20	24	20	12	10	120	100
Too much emphasis on theory at the expense of research and development in academic curriculum is the bane to high quality	72	60	-	-	24	20	24	20	-	-	120	100
Emphasis on skill acquisition in curriculum will improve the quality of education	84	70	24	20	12	10	-	-	-	-	120	100

Source: Field Survey, 2015

The table above presents that 30% of respondents agreed to the assertion that curriculum at all level of education are poorly implemented. Similarly it shows 30% respondents disagreeing that curricula at all levels of education are poorly implemented. 20% of respondents agreed to the assertion and the same 20% respondents strongly disagreed.

Statement that the content of profession courses do not reflect national requirement, have 30% strongly agreeing while 10% strongly disagreed. 20% of the respondents agreed to the assertion while 20% of respondents were undecided that the content of professional courses do not reflect national requirement. 20% of the respondents disagreed with that statement.

60% representing the highest number of respondents strongly agreed while 20% disagreed that too much emphasis on theory at the expense of research and development in curriculum is the bane to high quality education given to students. The 20% of the respondent were undecided that too much emphasis on theory at the expense of research and development in curriculum is the bane to high quality education given to students. Emphasis on skill acquisition in curriculum have 70% of respondents strongly agreeing while 20% agreed 10% of respondents were undecided. 40% strongly agreed that the nature of academic curriculum is a major determinant of the quality of education while 20% agreed. 10% were undecided while 20% disagreed only 10% strongly disagreed with the assertion.

Table 5.7Effect of the Nature of Academic Curriculum on the Quality of Education given to Students in U.I

Effect of the nature of academic curriculum on the quality of education given to student	Strongly agree (SA)		Agree (A)		Undecided (UD)		Disagree (D)		Strongly disagree (SD)		Total	
	F	P	F	P	F	P	F	P	F	P	F	P
Curricula at all levels of education are poorly implemented	35	33.3	35	33.3	15	14 .3	30	19.1	-	-	105	100
Content of professional courses do not reflect national requirement	50	47.6	35	33.3	10	9.5	10	9.5	-	-	105	100
Too much emphasis on theory at the expense of research and development in academic curriculum is the bane to high quality	62	59.0	18	17.1	25	23.8	-	-	-	-	105	100
Emphasis on skill acquisition in curriculum will improve the quality of education	35	33.3	50	47.6	12	11.4	8	7.6	-	-	105	100
The nature of academic curriculum is a major determinant of the quality of education	70	66.7	35	33.3	-	-	-	-	-	-	105	100

Source: Field Survey, 2015

From table 5.7 above, 33.3% of respondents strongly agreed that curricular at all level of education are poorly implemented. The same 33.3% of respondent also agreed with the assertion while 14.3% were undecided. 19.1% of respondents disagreed that curricular at

all level of education are poorly implemented. 47.6% of respondents strongly agreed that the content of professional courses do not reflect national requirement while 33.3% respondents agreed.9.5% of the respondents were undecided and the same figure went to those that disagreed that the content of professional courses do not reflect national requirement. 59% of the respondents strongly agreed that too much emphasis on theory at the expense of research and development in academic curriculum is the bane to high quality while 17.1% agreed and 23.8% were undecided.

The highest number of respondents representing 47.6% agreed that skill acquisition in curriculum will improve the quality of education while 33.3% strongly agreed. 11.4% were undecided while 7.6% disagreed. 66.7% strongly agreed that the nature of academic curriculum is a major determinant of the quality of education given to students similarly 33.3% agreed to the assertion that the nature of academic curriculum is a major determinant of the quality of education given to students

5.5 Descriptive Statistical Analysis

Descriptive statistics was employed to determine the means of respondents on the level of funding, academic staff and the nature of academic curriculum of ABU and UI in service delivery. To achieve this, the Likert-type scale was used with five levels namely: Strongly Agreed (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). Each level is assigned a number ranging from 5 (SA) to 1 (SD) in descending order. The mean was computed thus;

Mean: $\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3$

With 3 as the computed mean, it means that any factor or indicator with a mean 3 or above is regard positive and hereby accepted while a mean below 3 is regarded as negative and

so rejected. 14 was respondent data for ABU and UI on funding while 225 was the respondents for ABU and UI on academic staff and curriculum.

Table 5.8: Descriptive Statistics for the Effect of Funding

Effect of funding	No. of sampled respondents	Mean	Remarks
Adequacy of funding	14	2.57	Reject
Under funding	14	4.70	Accept
Increased funding	14	3.71	Accept
Budgetary allocation and subventions	14	2.50	Reject
Utilization of fund	14	3.29	Accept
Quality of education	14	4.71	Accept

Source: Field Survey, 2015

Table 5.8 shows means score of adequacy of funding falling below the likert scale (3.00) signifying rejection. This means the assertion that the level of funding is adequate is untrue and is rejected. In the same vein, the statement that budgetary allocations and subventions are timely released fall below the scale and is rejected. The other assertions hold as they all are above the likert scale means of (3.00). They are regarded as positive statement and subsequently accepted.

Table 5.9:Descriptive Statistics for Effect of Academic Staff

Effect of academic staff	No. of sampled respondent	Mean	Remarks
Quality of academic staff on quality of education	225	4.48	accept
Insufficient academic	225	4.49	Accept
Part time and under qualified	225	4.43	Accept

academic			
Senior lecturers and professors	225	3.75	Accept
Number of students you teach and supervise	225	3.49	Accept

Source: Field Survey, 2015

Table 5.9 indicates that the average score of all respondent are above the computed mean of the likert type scale (3.00). That means the statements hold positive to all respondents and are accepted.

Table 5.10; Descriptive Statistic of the Effect of the Nature of Academic Curriculum

Effect of the nature of academic curriculum	No. of sampled respondent	Mean	Remarks
Curriculum implementation	225	3.38	Accept
Content of professional courses	225	3.76	Accept
Too much emphasis on theory at the expense of research	225	4.16	Accept
Skill acquisition	225	4.35	Accept
Nature of academic curriculum	225	4.10	Accept

Source: field survey, 2015

Table 5.10 shows the average scores of all respondents above the likert type scale (3.00) that mean all the statement hold positive and are therefore accepted.

5.6 Test of Hypotheses

In this section, data for testing the hypotheses postulated in chapter one were used and each hypothesis was tested using the chi-square

5.5.1 Test of hypothesis one

HO_1: there is no significant relationship between the level of funding and quality of education given to students in A.B.U and U.I.To test the hypothesis, data and responses to questions in table 5.2, and 5.3 were used

Table 5.11 Summary Table of the Opinion of Respondents on the Effect of Funding on the Quality of Education given to Students in A.B.U and U.I

	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (D)	Strongly Disagree (SD)	Total
Adequacy of funding	1	4	-	6	3	14
Under funding	10	4	-	-	-	14
Increased funding	6	4	-	2	2	14
Budgetary allocation and subvention	2	2	-	7	3	14
Utilization of fund	2	6	-	6	-	14
Quality of education	7	6	-	1	-	14

Source: Field Survey, 2015

Table 5.11 above shows the summary of the opinion of respondents on the effect of funding on the quality of education given to students in ABU and UI

Adequacy of Funding * Quality of Education Given to Students Cross-tabulation

			Quality of Education Given to Students			Total
			Strongly Agree	Agree	Disagree	Strongly Agree
Adequacy of Funding	Strongly Agree	Count	1	0	0	1
		Expected Count	.5	.4	.1	1.0
		% of Total	7.1%	.0%	.0%	7.1%
	Agree	Count	4	0	0	4
		Expected Count	2.0	1.7	.3	4.0
		% of Total	28.6%	.0%	.0%	28.6%
	Disagree	Count	2	4	0	6
		Expected Count	3.0	2.6	.4	6.0
		% of Total	14.3%	28.6%	.0%	42.9%
	Strongly Disagree	Count	0	2	1	3
		Expected Count	1.5	1.3	.2	3.0
		% of Total	.0%	14.3%	7.1%	21.4%
Total		Count	7	6	1	14
		Expected Count	7.0	6.0	1.0	14.0
		% of Total	50.0%	42.9%	7.1%	100.0%

Source: Computed SPSS Product

Table 5.12Chi-Square TestsFor Hypothesis One

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.333(a)	6	.079
Likelihood Ratio	13.692	6	.033
Linear-by-Linear Association	6.195	1	.013
N of Valid Cases	14		

a 12 cells (100.0%) have expected count less than 5. The minimum expected count is .07.

Source: Computed SPSS Product

The calculated Chi-square value in table 5.12 is 13.333 while the critical value at 0.05 significant level and at 6 degree of freedom is 12.592 therefore, the calculated chi-square isgreater than the critical or table value

Decision: reject Null hypothesis (HO) if calculated value is greater than the critical value and accept (HO) if the calculated value is less than the critical value. Hence, in this case, the calculated value is greater than the critical value and consequently the null hypothesis (HO) which says there is no significant relationship between the level of funding and the quality of education given to students in A.B.U and U.I is rejected. This implies that the present level of funding of A.B.U and U.Ihave a significant effect on the quality of education given to students.

5.5.2 Test of Hypothesis Two

Ho_2: Staffing has no significant effect on the quality of education given to students in ABU and UI.To test the hypothesis; data and responses to questions in table 5.4 and 5.5 were used.

Table 5:13:Summary Table of the opinion of respondents on the effect of academic staff on the quality of education given to students in ABU and UI.

	Strong Agree (SA)	Agree (A)	Undecided (UD)	Disagree (SD)	Strongly Disagree (SD)	Total
Quality of Academic staff	149	59	5	-	12	225
Insufficient academic	130	76	19	-	-	225
Part-Time and Under Qualified academic	146	57	-	17	5	225
Senior lecturers and professors	77	79	5	64	-	225
Teaching and Supervisor	89	40	24	36	36	225

Source: Field Survey, 2015

Table 5.13 above shows the summary of the opinion of respondents on the effect of academic staff on the quality of education given to students in ABU and UI.

Quality of Academic Staff * Quality of Education Given to Students Cross tabulation

			Quality of Education Given to Students					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Strongly Agree
Quality of Academic Staff	Strongly Agree	Count	89	60	0	0	0	149
		Expected Count	58.9	64.9	9.9	10.6	4.6	149.0
		% of Total	39.6%	26.7%	.0%	.0%	.0%	66.2%
	Agree	Count	0	38	15	5	0	58
		Expected Count	22.9	25.3	3.9	4.1	1.8	58.0
		% of Total	.0%	16.9%	6.7%	2.2%	.0%	25.8%
	Undecided	Count	0	0	0	5	0	5
		Expected Count	2.0	2.2	.3	.4	.2	5.0
		% of Total	.0%	.0%	.0%	2.2%	.0%	2.2%
	Strongly Disagree	Count	0	0	0	6	7	13
		Expected Count	5.1	5.7	.9	.9	.4	13.0
		% of Total	.0%	.0%	.0%	2.7%	3.1%	5.8%
Total		Count	89	98	15	16	7	225
		Expected Count	89.0	98.0	15.0	16.0	7.0	225.0
		% of Total	39.6%	43.6%	6.7%	7.1%	3.1%	100.0%

Source: Computed SPSS Product

Table 5.14: Chi-Square Tests For Hypothesis Two

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	316.688(a)	12	.000
Likelihood Ratio	226.366	12	.000
Linear-by-Linear Association	156.035	1	.000
N of Valid Cases	225		

a 12 cells (60.0%) have expected count less than 5. The minimum expected count is .16.

Source: Computed SPSS Product

The calculated chi-square value in table 5.14 is 316.88 while the critical value at 0.05 level of significance and at 12 degree of freedom is 21.026.Therefore the calculated value is greater than the critical or table value

Decision: Reject Null Hypothesis (Ho) if calculated value is greater than the critical value and accepted the hypothesis if the calculated value is less than the critical value. Hence in this case, the Ho which state that "staffing has no significant effect on the quality of education given to students in ABU and UI" is rejected. Conversely, it implies that the academic Staff has significance effect on the quality of education given to students in ABU and UI. as shown in table 5.7

5.5.3 Test of hypothesis three

HO_3: There is no significant relationship between the natures of academic

Curriculum and the quality of education given to students in ABU and UI. To test the hypothesis, data and responses to questions in table 5.6 and 5.7 were used.

Table 5.15:Summary Table of the opinion of respondents on the effect of the Nature of Academic Curriculum on the Quality of education given to Students in ABU and UI.

	Strong Agree (SA)	Agree (A)	Undecided (UD)	Disagree (SD)	Strongly Disagree (SD)	Total
Curriculum implementation	59	71	15	56	24	225
Content of Professional courses	86	59	34	34	12	225
Too much of emphasis on theory in curriculum	134	18	49	24	-	225
Skill acquisition	119	74	24	8	-	225
Nature of Academic Curriculum	118	59	12	24	12	225

Source: Field Survey, 2015

Table 5.15 above shows the summary of the opinion of respondents on the effect of the nature of academic curriculum on the quality of education given to students in AU and UI

Nature of Academic Curriculum * Quality of Education Given to Students Crosstabulation

			Quality of Education Given to Students					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Strongly Agree
Nature of Academic Curriculum	Strongly Agree	Count	89	29	0	0	0	118
		Expected Count	46.7	51.4	7.9	8.4	3.7	118.0
		% of Total	39.6%	12.9%	.0%	.0%	.0%	52.4%
	Agree	Count	0	59	0	0	0	59
		Expected Count	23.3	25.7	3.9	4.2	1.8	59.0
		% of Total	.0%	26.2%	.0%	.0%	.0%	26.2%
	Undecided	Count	0	10	2	0	0	12
		Expected Count	4.7	5.2	.8	.9	.4	12.0
		% of Total	.0%	4.4%	.9%	.0%	.0%	5.3%
	Disagree	Count	0	0	13	11	0	24
		Expected Count	9.5	10.5	1.6	1.7	.7	24.0
		% of Total	.0%	.0%	5.8%	4.9%	.0%	10.7%
	Strongly Disagree	Count	0	0	0	5	7	12
		Expected Count	4.7	5.2	.8	.9	.4	12.0
		% of Total	.0%	.0%	.0%	2.2%	3.1%	5.3%
Total		Count	89	98	15	16	7	225
		Expected Count	89.0	98.0	15.0	16.0	7.0	225.0
		% of Total	39.6%	43.6%	6.7%	7.1%	3.1%	100.0%

Source: Computed SPSS Product

Table 5.16:Chi-Square Tests For Hypothesis Three

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	457.729(a)	16	.000
Likelihood Ratio	350.588	16	.000
Linear-by-Linear Association	187.074	1	.000
N of Valid Cases	225		

a 15 cells (60.0%) have expected count less than 5. The minimum expected count is .37.

Source: Computed SPSS Product

The calculated Chi-square value in table 5.16 is 457.729 while the critical value at 0.005 level of significance and at 16 degree of freedom is 26.296. The calculated value is greater than the critical or table value.

Decision: Reject Null Hypothesis (Ho) is calculated value is greater than the critical value and accept (Ho) if the calculated value is less than the critical value. In this case, therefore, the Hypothesis (Ho) which states: "There is no significant relationship between the nature of academic curriculum and the quality of education given to students in ABU and UI" is rejected, consequently, it means academic curriculum has greatly impacted on the quality of education given to students.

5.7 Discussion of Findings

Findings on the effect of funding on the quality of education given to students shows the hypothesis been rejected. It revealed that the present level of funding of university education is not adequate for the production of high quality students of international standard and cannot sustain a reputation of excellence for global competitiveness for the universities.Interview conducted with the management staff of ABU revealed that funding has remained a major constraint in the wheel of progress of the university as witnessed in capacity and space inadequacy as too large number of students want admission into the university with limited space. They opined that the insufficient electricity to power ICT, hostels, library, offices have impacted negatively on the quality of teaching and learning in the system. However the opinions of the stakeholders from the UI on if funding has in any way constituted a major threat to the university to attain excellence, was slightly different from that of ABU. They opined that the institution has witnessed

improved funding in recent time and that explains why the university has not been doing badly in the comity of universities in Nigeria and in Africa. They however, agreed that more can be achieved by the universities with better funding. The management staff of ABU and UI said budgetary allocations and subventions are not timely released, Those of U.I opined that when even the allocation are released they do not get immediately to university till after about a year or two years later. Most intervention fund especially Tet-fund do not come as a whole but peace meal.This, according to them, has negatively affected the overall quality of teaching, learning and infrastructural development of the institution.

This findings is inconsistent with Okebukola (2012) who said that the level of funding for recurrent and capital expenditure has increased for federal universities and inter-university centres steadily increased from ₦10,362,430,272 in 1999 through N53,051,218,784 in 2005 to over ₦75 billion in 2006. Capital grants increased from ₦1469,500,000 in 1999 to ₦11,973,328,699 in 2004. Apart from such phenomenal increased in the level of funding, staff emolument for federal institutions quadrupled during the period. Furthermore, government has ensured regular and prompt payment of personal cost for better service delivery. Through the improved funding, ICT-enable delivery of instruction is being promoted in all public universities to enhance improved quality for both the student and the teachers. While gains made so far are not as impressive, the good news is that we are on a steady course towards enhancing teaching and learning using ICT as a tool. This findings also confirmed the argument of Onyekaleyal (2011) in his paper. “University Education and challenges”. He asserts that throwing money at the universities alone will not in itself solve the endemic problems within the university system; but poor planning and implementation of policies, university

internal administrative system all together have produced a culture of under-achievement that will take decades to change.

Findings in relations to the effect of academic staff on the quality of education given to students in ABU and UI reveal that the hypothesis is rejected. That means there is a significant relationship between the academic staff and the quality of education given to students. The finding is in agreement with the report of the National Economic Empowerment and Development Strategy (NEEDS) committee set up by the federal government to look into the problems of universities. It states clearly that the poor academic ranking of Nigeria universities is tied to the gross under-staffing of the institutions. The report said Nigeria universities are plagued with acute shortage of academic staff as only 37,504 lecturers were employed to teach in the nations public universities. However, by implication of the interview granted on the effect of funding on the quality of education given to students in UI and ABU, that of UI is said to have enough academic staff of the rank of senior lecturer to professor with ABU in need of more academic staff of that status.

Furthermore, the findings is consistent with the report of the committee that there were insufficient number of professors holding PhDs and a number of universities had become increasingly dependent on visiting lecturers and "inbred" academic which the panel said was counter-productive (NUC, 2013).

Findings on the effect of the nature of academic curriculum on the quality of education given to students show a very significant relationship. The findings corroborate with the findings of Anyebe (2012) in his book: Development Administration: A perspective on the challenges in Nigeria (pg. 136). According to the study, the needs of the society were not taken into account when fashioning the curriculum contents of the country's educational

programmes at the university level. The finding is also in consonance with the view point of Ivowi (2006) in his paper "current status of Educational Development in Nigeria". It says curriculums at all levels of education are poorly implemented in Nigeria for the reasons of poor infrastructures, inadequate equipments, lack of sufficient textbook, inadequate supply of high quality teachers and lack of adequate motivation of workers. Furthermore, this findings is also consistent with the view of Okebukola (2012) in his paper. The Development of university Education in Nigeria.A silent revolution. He said curriculum analysis shows that the content of the minimum course descriptions as laid down by the National universities Commission for Nigerian universities agree well with the course content in European universities. However this equivalence does not go beyond paper. A gap exist in the implementation mode asthe detailed course contents at the Nigerian end falls short on the measure of relevance.

Interview conducted with the management staff of ABU and UI revealed that funding by the government in recent years has improved but a lot more could be done. They asserted that funds especially intervention funds are not timely released. There is no fixed pay day again as it used to be in the days gone by. According to them, the morale of staff is often affected by inconsistent pay day and this has a negative consequence on both the quality of teaching and learning in these institutions. Theinterviewrevealed that funding has remaineda major constraint in the wheel of progress of these institutions especially in the areas of infrastructural development and capacity for students intake. Too large number of students want admission into universities with limited space. Electricity to power ICT, hostels, library, offices are epileptic and all this go to impact negatively on the quality of teaching and learning in the system.

5.8 Major Findings

From the data analyzed, the study has come up with the following major findings:

i. Findings from ABU and U. I show underfunding of the institutions as the UNESCO benchmark of 26% of annual budget of federal government expected to be allocated to the educational sector of the economy has never been complied with. Consequently, this has hampered the quality of the universities output resulting in the production of half-baked graduates. This has also impacted negatively on the quality of teaching, learning and infrastructures in these institutions.

ii. The two institutions showed that budgetary allocations and subventions for capital and infrastructural development are not timely released. The result of this is the inability of the universities to provide sufficient infrastructure for quality learning, teaching and research work.

iii. The number of academia with PhDs and of the rank of senior lecturers to professors was found to be adequate for both universities. Thus, the universities have the capacity for high quality university education delivery.

iv. The two institutions showed that curriculum content of courses are not fully implemented. This explains why most graduates are deficient in the requisite skills for gainful employment in the labour market.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter of the thesis presents the summary of study and conclusions reached on the bases of the hypotheses tested. Recommendations were also proffered on the bases of the findings

6.2 Summary

The study is in intended to assess the institutional capacity of ABU and UI in service delivery. To this effect, the level funding, academic staff and curriculum were used to find out their impact on service delivery of the two universities. Three hypothesis were advanced and stated in null form. Specifically the study is intended to assess the effect of funding, the nature of academic curriculum and staffing on the quality of education given to students in A.B.U and U.I.

Literatures relating to the study were critically reviewed. They include university education in the Nigerian context according to the goals of national policy on education for tertiary education in Nigeria. Various scholars topics and discussions of eminent scholars as it brought out the challenges of Nigerian university system in the context of the topic of this study were used. System theory by David Easton (1953) cited in Okebukola (2012) was adopted as theoretical framework of the study.

The research design for the study was mainly survey research consisting of the use of questionnaire administered on the academic staff and management staffs of A.B.U and U.I. Management opinions were sought on the effect of funding on the quality of education given to students in these institutions. The population for the study was 4111

comprising 4089 academic staff of U.I and A.B.U and 22 management staff of the universities made up of 11 from each. The sample size for the study was 351. Stratified random and purposive sampling techniques were employed. Both primary and secondary sources of data were explored and presented in tables and frequencies while descriptive and inferential statistics were used to analyze and test the validity of the hypothesis.

Historical background with the vision and mission of Ahmadu Bello University and the university of Ibadan was captured. Operational pattern of the universities and their management staff of the institutions were highlighted.

Data obtained from the field representing the views of the respondents were presented in table and analyze using frequencies and percentages. The data begins with introduction and has two sections. Section "A" was question on the bio-data of respondents while section "B" were questions containing variables for hypotheses testing. The findings discovered inadequate budgetary provisions and subventions for capital and infrastructural development, poor curriculum implementation, lack of proper motivation of academic staff as the drawback to quality service delivery of the universities.

6.3 Conclusion

From findings obtained from the three hypothesis tested, the study concludes that the problems bedeviling the two university in delivery quality output are inadequate budgetary allocation, poor curricular content and it implementation and inadequate staff motivation. Underfunding of the institutions, is responsible for the production of the half –baked graduate and also responsible for poor staff motivation. What Nigeria needs to confront the myriad of challenges facing the Nigerian university system as it strive to deliver quality output and to ensure Nigerian are guarantee quality university education in an expanded university system, is a new generation of university which can serve as engines

of economic development and social renewal. Such university should have a full fledged department of quality assurance to anchor this all important assignment. This require a major paradigm shift on the part of government, academia and university management, students, business and civil society to overhaul our universities and put it squarely in service for the Nigerian people and for global relevance.

6.4 Recommendations

Following the findings and conclusion of this study, the following recommendations have been advanced.

i. Budgetary allocation and subventions for capital and infrastructural development should be increased and timely released with strict adherence to project implementation plans. Government can do this by empowering the national university commission to place sanction on any university that divert grants or subventions meant for capital and infrastructural development. UNESCO prescribed that about 26 percent of a nation's budget should be allocated to the educational sector. No Nigerian government ever consider this advice useful. However, this is the time to take the bull by the horns and comply with this benchmark as it will touch the entire gamut of university system. This will make more funds available for teaching, research and development, virile staff development programmes, conducive teaching and learning environment and the pursuit of service to the community

ii. The number of academic with PhDs and of the rank of senior lecturers to professors are adequate for the two universities. However, increase motivation through, training and better remunerations are to be improved upon to enhance better output.

iii. The government through the regulatory agency should embark on the critical path of further revising the curriculums of Nigerian universities to make it more responsive to national needs through the development of a more realistic Benchmark and

Minimum Academic Standard (BMAS) for students in the universities before they are turned out into the labour market. The need assessment exercise that progressively incorporated international perspectives and experiences in undergraduate courses taught in our universities including the e-learning concept in the curricula and also compulsory entrepreneurial studies for all undergraduates must be seen to be implemented by the Nigerian universities (Okebukola, 2006).

iv. The researcher recommends that every university should have a department or unit to be known as quality assurance department that will work under the supervision of the quality assurance department of NUC. This will ensure that university consistently comply with standard for academic programmes, encourage the university to focus on programmes where they have strength and not duplicate courses offered elsewhere and to ensure that benchmark of university curricula as set by the NUC are kept. Qualitatively, universities will have to reconsider their visions, missions, goals, functions and structure. Drastic reforms are needed in curriculum design, pedagogy and criteria for students selection. The challenge for Nigerian universities is more like that of a pilgrim who needs to be valiant.

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APPENDIX

QUESTIONNAIRE

Introduction

I am a postgraduate student of the Department of Public Administration Ahmadu Bello University Zaria carrying out a research on the topic "Assessment of the Institutional Capacity and Quality Education in Ahmadu Bello University and University of Ibadanin Service Delivery" inpartial fulfillment of the requirement for the award of a Master of Science Degree in Public Administration. This questionnaires is intended to obtain from you relevant information in aid of this study.

Please be assured that the information you provide will be treated with utmost confidentiality and will be used for the research purpose only.

Thanks for your anticipated cooperation.

Yours faithfully,

GANIYU O. ABUBAKAR

APPENDIX "A"

QUESTIONNAIRE FOR ACADEMIC STAFF OF AHMADU BELLO UNIVERSITY (ABU) AND UNIVERSITY OF IBADAN (U.I)

SECTION A

(PERSONAL DATA OF RESPONDENTS)

Please you are required to kindly tick (√) and fill in the spaces appropriately as provided in the options.

1. Sex: (a) Male (b) Female
2. Age: (a) 20 – 30 years (b) 31 – 40 years (c) 41 – 50 years (d) 51 and above
3. Year of Service: (a) 1-5 years (b) 6 – 10 years (c) 11 – 15 years (d) 16 and above
4. Your Institution: (a) ABU (b) UI
5. Your Job Status/Rank: (a) Assistant Lecturer (b) Lecturer I & II (c) Senior Lecturer
   (d) Professor & Reader
6. Your Highest Academic Qualification …….

SECTION B: For Hypotheses Testing

1. The effect of Academic staff on the quality of Education given to students in Ahmadu Bello University and University of Ibadan. Please Tick as appropriate in each of the boxes below.

S/no	Effect of Academic staff on quality of education given to students.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The quality of academic staff has a significant effect on the quality of education given to students.					
2.	Insufficient academics is responsible for poor quality of education given to students.					
3.	Part-Time and under-qualified academics is the bane to high quality graduate output.					
4.	The number of senior lectures and professors are adequate to attain excellence in University System.					
5.	You are overloaded by the number of students you teach and supervise					

2. What is your opinion on the effect of the Nature of Academic Curriculum on the quality of education given to students in Ahmadu Bello University and University of Ibadan? Please tick as appropriate in each of the boxes below.

S/no	Nature of Academic Curriculum on the quality of education given to students	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Curricular at all levels of education are poorly implemented.					
2.	Content of professional courses do not reflect national requirement.					
3.	Too much of emphasis on theory at the expense of research and development in academic curriculum is the bane to high quality university education.					
4.	Emphasis on skill acquisition in curriculum will improve the quality of education given to students.					
5.	The nature of Academic Curriculum is a major determinant of the quality of education given to students.					

APPENDIX "B"

QUESTIONNAIRES FOR PRINCIPAL STAFF OF THE AHMADU BELLO UNIVERSITY AND THE UNIVERSITY OF IBADAN

SECTION A

(PERSONAL DATA OF RESPONDENTS)

Instruction

Please you are required to kindly tick [√] or fill as appropriate.

1. Age [ ]
2. Sex: Male [ ] Female [ ]
3. Your Institution (a) ABU (b) UI
4. Years of Service……
5. Your Job Status/Rank……..

SECTION B: For hypotheses Testing

1. What is your opinion on the effect of funding on the quality of education given to students in Ahmadu Bello University and University of Ibadan?

S/no	Effect of funding on the quality of education given to students.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The level of funding is adequate to guarantee a reputation for academic excellence.					
2.	Under funding of the university contributes significantly to reduce the quality of education given to students.					
3.	Increase funding to the university will improve its ranking in the comity of universities in Nigeria.					
4.	Budgetary allocation and other subventions are timely released.					
5.	The level of funding and subventions are adequate but not judiciously utilized.					
6.	Adequate funding will enhance the quality of education given to students.					

APPENDIX C

INTERVIEW GUIDE FOR REPRESENTATIVES OF THE MANAGEMENT STAFF OF AHMADU BELLO UNIVERSITY

1. How will you describe the level of funding of ABU in its quest to attain excellence?
2. What are the major impediments to the realization of the vision and missions of Ahmadu Bello University?
3. If more funds were to be made available to your institution, would it have changed its ranking in the county of university in Nigeria and in Africa at large?
4. Under finding of the institution has significantly contributed to lowering the quality of education given to students what is your take on this?
5. Are budgetary allocations timely released?
6. Are grants and subventions properly utilized?

INTERVIEW GUIDE FOR REPRESENTATIVES OF THE MANAGEMENT STAFF OF UNIVERSITY OF IBADAN

1. How adequate is your budgetary allocation?
2. Is there any significant effect on the level of your funding and the quality of education given to students in your institution?
3. Are funds and subventions for infrastructural development timely released?
4. If Nigerian government were to increase your budgetary allocation, do you think it will improve the quality of education you give to students?
5. What are the university main impediments in its effort to attain excellence?

S/N	Sampled Area	Representatives	Date & Time of Interview
1.	ABU Management staff	i. Deputy Bursar (finance) ii. Chief Internal Auditor	20/10/2015 (11:00-45am) 20/10/2015 (12:00-45pm)
2.	UI Management Staff	i. Director of works & Physical planning ii. Deputy Registrar Academic	20/10/2015 (9:15-10:00am) 27/10/2015 (12:30pm -1:12pm)

APPENDIXE D

NIGERIAN FEDERAL UNIVERSITIES AND THEIR POSITIONS IN THE COMITY OF UNIVERSITIES IN AFRICA (2014 RANKING).

Name of University	**Ranking/Position**	**Country**
University of Cape Town	1st	South Africa
University of Pretoria	2nd	South Africa
Universiteit Stellenbosch	3rd	South Africa
Universiteit the Withwaterstrand	4th	South Africa
Universiteit the South Africa	5th	South Africa
The American University in Cairo	6th	Egypt
Cairo University	7th	Egypt
Mansoura University	8th	Egypt
Alexandria University	9th	Egypt
University of Dares Salam	10th	Tanzania
University of KwaZulu-Natal	11th	South Africa
Rhodes University	12th	South Africa
AinShama University	13th	Egypt
Assiut University	14th	Egypt
University of the Western Cape	15th	South Africa
Université Mohammed V-Agdal	16th	Morocco
University of Johanneburg	17th	South Africa
Université de Ouagadougou	18th	Burkina Faso
Université of Nairobi	19th	Kenya
University of Lagos	**20th**	**Nigeria**

Makere University	21st	Uganda
Nelson Mandela Metropolitan University	22nd	South Africa
ObafemiAwolowo University	**23rd**	**Nigeria**
University of Ghana	24th	Ghana
Universidade Eduardo Mondlane	25th	Mozambique
Misurata University	26th	Libya
The German University in Cairo	27th	Egypt
North-West University	28th	South Africa
Benha University	29th	Egypt
Zagazig University	30th	Egypt
Université de la Reunion	31st	Reumon
University of Botswana	23rd	Botswana
Al Achawayn University	34th	Namibia
Université Abou BekrBelkaid Tlemcen	35th	Algeria
Université Cheikh AntaDiop	36th	Senegal
University of Khartoum	37th	Sudan
University of Ibadan	**38th**	**Nigeria**
Helwan University	39th	Egypt
Sudan University of Science & Technology	40th	Sudan
University of Ilorin	41st	Nigeria
Université Mentouri de Constantine	42nd	Algeria
Covenant University	43rd	Nigeria
Université Mouloud Maameri de Titi Ouzou	44th	Algeria
University of Swaziland	45th	Swaziland

Université de Batna	46th	Algeria
Université d'Alger	47th	Algeria
University of Zimbabwe	48th	Zimbabwe
Université Mohammed V-Sowssi	49th	Morocco
South ValleyUniversity	50th	Egypt
Tanta University	51st	Egypt
Moi University	52nd	Kenya
Université KasdiMerbahde Ouargla	53rd	Algeria
Université Abdelmalek Essadi	54th	Morocco
MinoufiyaUniversity	55th	Egypt
Université Cadi Ayyad	56th	Morocco
Federal University of Technology Mina	**57th**	**Nigeria**
Minia University	58th	Egypt
University of Zambia	59th	Zambia
Université d Oran	60th	Algeria
Addis Ababa University	61st	Ethiopia
UniversitéDjillaliLiabes	62nd	Algeria
UniversitéAbdelhamidIbnBadisMostaganem	63rd	
Al-Azhar University	64th	Egypt
Kenyatta University	65th	Kenya
Université Hassan ll-Casablanca	66th	Morocco
Suez Canal University	67th	Egypt
Kafr El-Sheikh University	68th	
Universiteit Van die Vrystaat	69th	South Africa

Cape Peninsula University of Technology	70th	South Africa
Université M'hamedBouguerra de Boumerdes	71st	Algeria
Université Ibn Tofail	72nd	Morocco
Université Hassan ll Mohammedia Casablanca	73rd	Morocco
University of Nigeria	**74th**	**Nigeria**
Université d Antanarivo	75th	Madagascar
University of Malawi	76th	Malawi
Kwame Nkrumah University of Science and Technology	77th	Ghana
Universidade de Cabo Verde	78th	Cap Verde
Polytechnic of Namibia	79th	Namibia
Tshwane University of Technology	80th	South Africa
University of Benin	**81st**	**Nigeria**
Université des Sciences et de la Technologie Houari Boumediene	82nd	Algeria
Mbarara University of Science and Technology	83rd	Uganda
Strathmore University	84th	Kenya

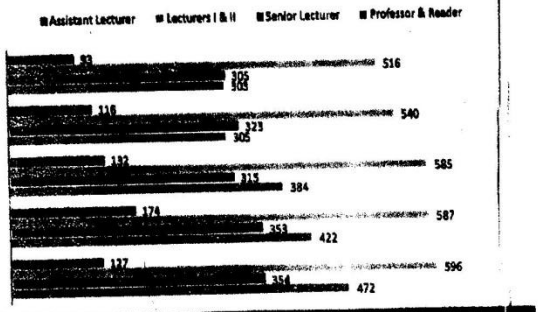
University of Port-Harcourt	**85th**	**Nigeria**
Ahmadu Bello University	**86th**	**Nigeria**
Al jabal Al Gharbi University	87th	Libya
University of Agriculture Abeokuta	**88th**	**Nigeria**
Université Mohamed Khider de Biskra	89th	Algeria
University of Shendi	90th	Sudan
University of Mauritius	91st	Mauritius
Durban University of Technology	92nd	South Africa
Université de Tunis d Manar	93rd	Tunisia
Landmark University	95th	Nigeria
Fayoum University	96th	Egypt
Jomo Kenyatta University of Agriculture and Technology	97th	Kenya
Vaal University of Technology	98th	South Africa
UniversitéFerhatAbbasSetif	99th	Algeria
Hassiba Ben Bouali de Chlef	100th	Algeria

Source: Africa Universities Web Ranking, 2014. (see http://www.universityweb.africanranking2015) .

Key: Ranking was based on the quality of graduate and research publications and citation from the last five years (2010 – 2014) as well as their visibility on the internet.

Graduands Output By Faculties	2014	2013	2011	2010	2009
Agriculture	977	358	517	421	488
ARCIS	141	19	60	36	35
Arts	1746	600	494	655	690
Basic Medical Sciences	361	99	214	99	139
CCAMH	13				
CEPACS	42	47	21	34	21
CESDEV	53				
Clinical Sciences	528	163	129	147	225
CPEEL	20				
Dentistry	29	29	1	25	31
Education	2184	857	1365	994	1794
Institute of African Studies	232	129	278	41	123
Institute of Education	164	80	76	83	81
Law	260	43	159	169	142
Pharmacy	146	33	64	28	68
Public Health	312	136	173	103	93
Science	2074	374	1011	835	973
The Social Sciences	2010	379	1234	753	950
Technology	834	171	328	351	304
Veterinary Medicine	225	47	109	100	106
Distance Learning Centre	1741	570	795	625	778
Affiliated Institutions	1156	914	992	1078	5747

Academic Staff by Rank



Basic Statistics	2014	2013	2012	2011	2010
Total Enrolment	16631	16411	13428	13803	12754
New Entrants	3892	4297	4118	4061	1540

Faculty Breakdown	Academic Staff		Student Enrolment		Staff/Student Ratio	
	Male	Female	Male	Female		
Agriculture	116	41	1703	1402	2.6	5.6
ARCIS	3	6	137	102	0.4	0.4
Arts	147	27	1739	1831	1.7	7.4
Basic Medical Sciences	78	39	620	554	2.5	2.2
CCAMH	0	0	13	28	0.0	0.1
CEPACS	0	0	51	32	0.0	0.1
CESDEV	0	0	73	45	0.0	0.2
Clinical Sciences	115	63	736	781	4.1	3.1
CPEEL	0	0	83	50	0.0	0.2
Dentistry	17	16	99	99	1.0	0.4
Education	104	40	1775	2150	2.6	8.7
Institute of African Studies	18	3	449	260	0.2	1.0
Institute of Education	13	9	114	89	0.6	0.4
Law	14	13	472	568	0.8	2.3
Pharmacy	23	20	328	336	1.3	1.4
Public Health	33	15	479	753	1.0	3.0
Science	176	63	2927	1738	4.1	7.0
The Social Sciences	92	20	2110	1300	1.3	5.2
Veterinary Medicine	74	14	430	284	0.9	1.1
Library	14	20			1.3	

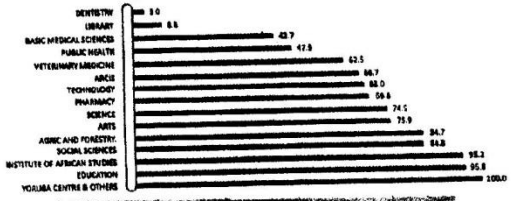
Hall of Residence

Total PG Male Students	669
Total PG Female Students	634
Total UG Male Students	4187
Total UG Female Students	2732
Female Students	45%
Male Students	43%

Staff Residential

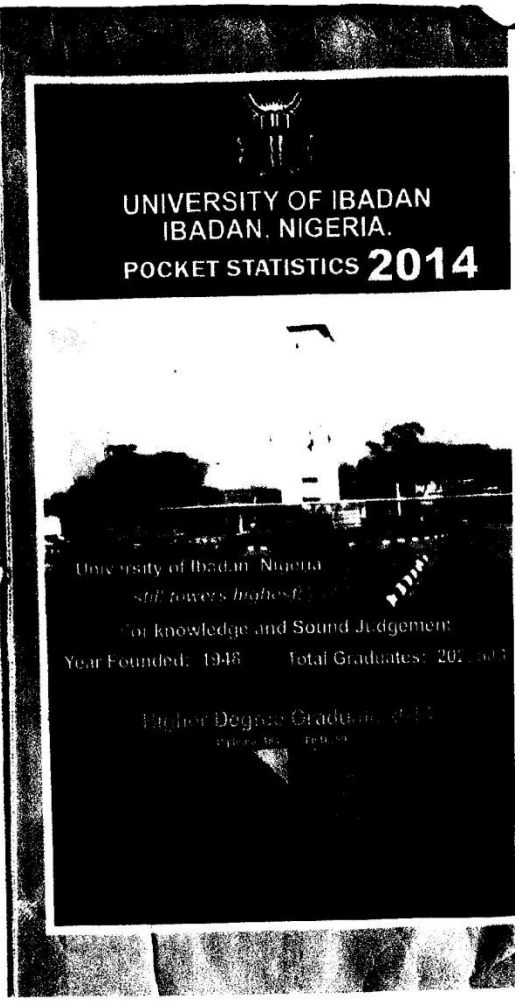
Percentage of Senior Staff	20%
Percentage of Junior Staff	28%

Percentage of Academic Staff with PH.D





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UNIVERSITY VISION

To be a world-class institution for Academic excellence geared towards meeting societal needs
Founded: 1948 as University College, Ibadan, a constituent College of the University of London UK
Present Name and year: University of Ibadan, 1962
Proprietor: Federal Government of Nigeria
Language of Instruction: English
Academic Year: September to July

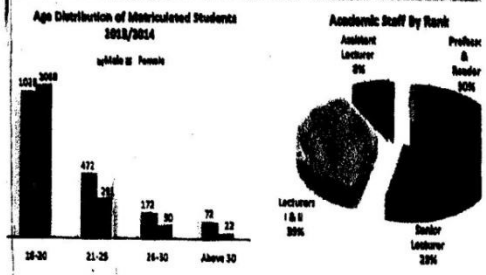
Student Statistics

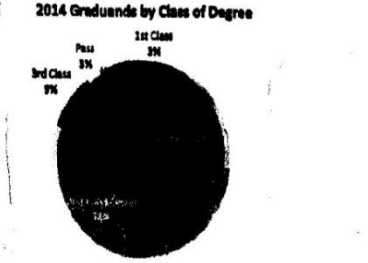
Full-Time Students	2013/14	2012/13	2011/12	2010/11	2009/10
Total Student Enrolment	28984	26262	21636	20623	19787
By Level of Programme					
Postgraduate	16248	12963	8228	7688	7280
Undergraduate	13056	13299	13408	12935	12507
By Gender					
Female	12852	11311	12223	8735	8006
Male	16452	14951	9413	11888	11781
By Faculty					
Agricultural & Forestry	3105	2702	2210	1756	2026
Arts	3570	3169	2788	2811	2452
Basic Medical Sciences	1174	990	890	612	588
Clinical Sciences	1410	1303	1364	1391	1357
Dentistry	198	203	239	244	218
Education	3925	4094	3383	3259	3178
Law	1040	870	672	657	638
Pharmacy	664	538	464	454	367
Public Health	1232	952	563	438	420
Science	4665	4176	3582	3429	3162
The Social Sciences	3410	3295	2520	2906	2802
Technology	2564	2085	1818	1583	1467
Veterinary Medicine	714	609	567	567	607
ARCIS	239	192	159	134	134
Institute of African Studies	709	461	266	141	141
Institute of Education	203	402	91	178	165
CEPACS	83	44	22	45	45
AMRC			20	15	20
CESDEV	118	81	18	3	
CCAMH	41	15			
CPBRL	133	36			
Institute of Child Health	107	45			

New Postgraduate (PG)	5218	5389	4335	3680	3071
New Undergraduate (UG)	3175	2715	2839	3530	3810

Staff Statistics	2013/14	2012/13	2011/12	2010/11	2009/10
Total Staff	5230	5217	4886	4183	4261
Academic	1549	1536	1416	1284	1217
By Gender					
Female	424	406	383	343	322
Male	1125	1130	1033	941	895
By Rank					
Professor & Reader	472	422	384	305	303
Senior Lecturer	354	353	315	323	305
Lecturers I & II	596	587	585	540	516
Assistant Lecturer	127	174	132	116	93
By Faculty					
Agricultural & Forestry	157	159	141	125	117
Arts	174	177	157	141	134
Basical Medical Sciences	117	112	88	78	77
Clinical Sciences	178	168	152	149	142
Dentistry	33	31	28	26	21
Education	144	144	125	116	115
Law	27	29	26	24	24
Pharmacy	43	46	40	36	32
Public Health	48	49	34	28	28
Science	239	225	239	209	192
The Social Sciences	112	122	116	110	107
Technology	100	100	97	84	77
Veterinary Medicine	88	84	83	80	80
Other Academic	89	90	90	78	71
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
By Gender					
Female	1433	1416	1108	976	941
Male	2777	2765	2362	2223	2106
By Category					
Senior Technical Staff	1042	1021	819	800	805
Senior Administrative Staff	1227	1207	796	657	713
Senior Secretariat Staff			337	325	360
Junior Staff	1941	1953	1818	1417	1169

Graduands	2013/14	2012/13	2011/12	2010/11	2009/10
Total	15348	9940	8830	6977	12
UI Campus	12351	3564	6233	4874	6(
Distance Learning Centre	1741	570	795	625	14
Affiliated Institutions	1156	914	992	1078	53
Higher Degree					
Ph.D.	592	259	252	157	2
Masters	5488	2588	3415	2177	28
Diploma	393	205	101	239	2
First Degree					
1st Class	227	22	104	86	1(
2nd Class Upper	1931	250	902	721	14
2nd Class Lower	4476	922	2068	1829	46
3rd Class	787	197	421	551	15
Pass	215	18	131	264	1(
Unclassified	629	192	174	202	2
Other Degree					





Management Information System (MIS) Unit
Institute of computing & ICT
Ahmadu Bello University, Zaira
Staff statistics by Faculty and Gender (As at December 2014)

Count of SEX	Column Labels			
	Academic		Academic Total	Grand Total
Row Labels	F	M		
Administration	14	116	130	130
Agriculture	21	109	130	130
Arts	19	109	128	128
Centre	23	132	155	155
DAC	26	72	98	98
Education	30	116	146	146
Engineering	10	218	228	228
Environmental Design	27	158	185	185
IAR	11	37	48	48
Institute	26	104	130	130
Law	6	46	52	52
Library	48	70	118	118
Medicine	61	235	296	296
Pharmaceutical Sciences	30	75	105	105
School	4	4	8	8
Science	43	276	319	319
Social Sciences	18	100	118	118
Vet Medicine	15	107	122	122
Vet Teaching Hospital	2	15	17	17
Vice Chancellor's Office		7	7	7
Grand Total	**434**	**2106**	**2540**	**2540**

APPENDIX F

The Chi-square Distribution (Values of X^2_α)*

$X^2_{0.995}$	$X^2_{0.99}$	$X^2_{0.975}$	$X^2_{0.95}$	$X^2_{0.05}$	$X^2_{0.025}$	$X^2_{0.01}$	$X^2_{0.005}$	df
.0000393	.000157	.000982	.00393	3.841	5.024	6.635	7.879	1
.0100	.0201	.0506	.103	5.991	7.378	9.210	10.597	2
.0717	.115	.216	.352	7.815	9.348	11.345	12.838	3
.207	.297	.484	.711	9.488	11.143	13.277	14.860	4
.412	.554	.831	1.145	11.070	12.832	15.086	16.750	5
.676	.872	1.237	1.635	12.592	14.449	16.812	18.548	6
.989	1.239	1.690	2.167	14.067	16.013	18.475	20.278	7
1.344	1.646	2.180	2.733	15.507	17.535	20.090	21.955	8
1.735	2.088	2.700	3.325	16.919	19.023	21.666	23.589	9
2.156	2.558	3.247	3.940	18.307	20.483	23.309	25.188	10
2.603	3.053	3.816	4.575	19.675	21.920	24.725	26.757	11
3.074	3.571	4.404	5.226	21.026	23.337	26.217	28.300	12
3.565	4.107	5.009	5.892	22.362	24.736	27.688	29.819	13
4.075	4.660	5.629	6.571	23.685	26.119	29.141	31.319	14
4.601	5.229	6.262	7.261	24.996	27.488	30.578	32.801	15
5.142	5.812	6.908	7.962	26.296	28.845	32.000	34.267	16
5.697	6.408	7.564	8.672	27.587	30.191	33.409	35.718	17
6.265	7.015	8.231	9.390	28.868	31.526	34.805	37.156	18
6.844	7.633	8.907	10.117	30.144	32.852	36.191	38.582	19
7.434	8.260	9.591	10.851	31.410	34.170	37.566	39.997	20
8.034	8.897	10.283	11.591	32.671	35.479	38.932	41.401	21
8.643	9.542	10.982	12.338	33.924	36.781	40.289	42.796	22
9.260	10.196	11.689	13.091	35.172	38.076	41.638	44.181	23
9.886	10.856	12.401	13.848	36.415	39.364	42.980	45.558	24
10.520	11.524	13.120	14.611	37.652	40.646	44.314	46.928	25
11.160	12.198	13.844	15.379	38.885	41.923	45.642	48.290	26
11.808	12.879	14.573	16.151	40.113	43.194	46.963	49.645	27
12.461	13.565	15.308	16.928	41.337	44.461	48.278	50.993	28
13.121	14.256	16.047	17.708	42.557	45.722	49.588	52.336	29
13.787	14.953	16.791	18.493	43.773	46.979	50.892	53.672	30

Source: Biometrika Tables for Statisticians, Volume I, 3rd ed., Cambridge University Press, 1966.