IMPACT OF FUNDING ON THE PROVISION AND MANAGEMENT OF STUDENTS' WELFARE SERVICES IN COLLEGES OF LEGAL AND ISLAMIC STUDIES IN NIGERIA

BY

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Ph.D/EDUC/3689/2009/2010

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A Dissertation submitted to School of Postgraduate Studies, Ahmadu Bello University, Zaria, in partial fulfillment of the requirements for the award of Doctor of Philosophy in Educational Administration and Planning

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

AHMADU BELLO UNIVERSITY, ZARIA. NIGERIA.

JUNE, 2014

DECLARATION

I hereby declare that the study in this Dissertation titled ‘’Impact of funding on the provision and management of students’ Welfare Services in Colleges of Legal and Islamic Studies in Nigeria’’ was carried out by me in the Department of Educational Foundations and Curriculum under the Supervision of Dr. Dare, M. O., Dr. B.A. Maina, and Dr. Makoju, E. I. The information derived from the literature has been duly acknowledged in the text and list of references provided. No part of this work has been presented for another degree or diploma in any institution.

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CERTIFICATION

This dissertation has been read and approved as meeting the requirement for the award of the degree of Doctor of Philosophy in Educational Administration and Planning, Ahmadu Bello University Zaria, and approved for its contributions to knowledge and literary presentation.

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DEDICATION

This work is heartily dedicated to my late father, Mall. Suleiman Olokoba Alfa-Sika and my mother, Mrs. Rihanat Olokoba –Imam Matase whose care and training became the foundation of this success. May Allah reward them abundantly Amen.

ACKNOWLEDGEMENTS

The success achieved by the production of this work should be credited not just to me alone but rather string of men and women who directly or indirectly contributed to make it a reality. First on list is no other than my amiable, caring and loving supervisor; Dr. M. O. Dare who despite the pressure of his academic work, found time to attend to my various problems throughout the research.

My sincere and profound gratitude goes to my Head of Department; Dr. B. A. Maina who guided me through the planning, execution of this project and for his useful hints on where to get relevant materials that led to the completion of this work. I am indeed very grateful for his efforts and suggestions toward the success of this work. I equally acknowledge with all sincerity, the contribution of Dr. E. I. Makoju toward the completion of this research work.

I wish to express my gratitude and appreciation to my Ph.D. colleagues; Mall. Yahaya Aliyu Saidu, Mrs. Aupa Victoria Ifeoma, Mr. Dayu Sunday Bashi and Mrs. Rebecca Oyedele who have proved to be more than colleagues, their contributions and support are not only appreciated but will remained ever green in my memory.

I am also very grateful to my mentors: Prof. A. Y. Abdulkareem and Dr. Musa, A. Abdullahi for their love, concern, useful guidance and encouragements right from the commencement to the end of the programme. My sincere gratitude also goes to all staff and students of Colleges of Legal and Islamic Studies in Nigeria who helped in the administration and collection of the questionnaire. My list of gratitude will not end without mentioning my beloved Uncle: Alhaji Saka Imam Matase as well as the following people such as: Dr. A. S. Omosidi, Mall. Hadi Sa'ad, Alhaja Binta Saruq, Dr. Idris Singinni, Alh. Binta Suleiman, Dr. (Mrs.) Nymata Bola Ojibara,

Mr. S. B. Jimoh, Mr. Rabiu Suleman, Mr. Agboola Abdulkadir, Mrs. S. T. Olokoba, Mrs. J. B. Abdullahi, Alhaja Sikirat T. Olokoba, and Alhaja Wolemat Ayinke, for their moral, financial and academic support. My appreciation also goes to Mr. Kola Asiju, Director of Koleejay Computer Centre and Mr. and Mrs. Sola Adeoye of Ultraneat Computer Centre for their good job that deserves commendations and gratitude. Finally, I sincerely thank all my friends and other colleagues whose names I am constrained by space to mention.

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DEFINITIONS OF MAJOR TERMS AND VARIABLES

Throughout this study, some terms were used continuously. It is therefore necessary to explain the operational definitions of those terms as used in the study.

Management: Intelligent utilization of human, capital and material resources directs toward the achievement of predetermined and organizational objectives.

Administration: Ways by which formal goals are achieved through careful and systematic arrangement and use of human and materials resources.

Welfare Services: Services provided by the schools for the well-being and overall personality development of its students. Such as accommodation services, transportation services, security service, health services, sport services, etc.

Funding: Resources usually inform of money, financial or other values meant for the purpose of achieving desired educational objectives in the sampled institutions.

Health Services: Examines how people get access to health care, how much care costs, and what happens to patients as a result of this care. The main goals of health services research are to identify the most effective ways to organize, manage, finance, and deliver high quality care; reduce medical errors; and improve patient safety.

Accommodation Services: Accommodation services encompass a variety of support models. The focus is on providing a supportive environment in which people can develop independent living skills and, where suitable, move towards less intensive models of support. This service applicable to students in tertiary institutions.

Security Service: This service is a service, provided by a department of an organization like schools or company in order to protect lives and

properties such as building, equipment and staff. The service is provided to the people for adequate protection against any internal or external attack.

Common Room Services: The phrase common room is used especially in British and Canadian English to describe a type of shared lounge, most often found in dormitories, at (for example) universities, colleges, military bases, hospitals, rest homes, hostels, and even minimum-security prisons. It is generally connected to several private rooms, and may incorporate a bathroom.

Transportation Services: It is a facility consisting of the means and equipment necessary for the movement of passengers or goods. A means of conveying passengers by more than one type of transport, for example, railroad, water, motor vehicle, air, and pipeline. Integrated transportation services are necessary when there is no direct connection between points of departure and arrival or when integrated services are more advantageous than a single type of transport.

Counselling Services: The service is offered to the individual who is undergoing a problem and needs professional help to overcome it. The problem keeps him disturbed high strung and under tension and unless solved his development is hampered or stunted. Counselling therefore is a more specialized service requirement training in personality development and handling exceptional groups of individuals.

Sporting Services: Sporting is a subdivision of marketing which focuses both on the promotion of sports events and teams as well as the promotion of other products and services through sporting events and sports teams. It is a service in which the element promoted can be a physical product or a brand name. The goal is to provide the client with strategies to promote the sport or to promote something other than sport through sports.

ABSTRACT

The study examined the ''impact of funding on the provision and management of student welfare services in Colleges of Legal and Islamic Studies in Nigeria.'' The study becomes imperative in view of the fact that education consumers and government have always been concerned about funding of education. This study was specifically interested in finding out how funding is important in the provision and management of students' welfare services in Colleges of Legal Studies in Nigeria. Seven (7) objectives, Seven (7) basic assumptions, Seven (7) research questions and Seven (7) hypotheses were postulated to find out the opinions of the five groups of respondents. The researcher reviewed relevant literature to establish the theoretical base of the study. The descriptive and survey method was adopted for investigations, identification and data collection. The total number of sample for the study was four thousand, one hundred and sixteen (4,116) made up thirty-six (36) principal officials, two hundred and forty (240) states ministries of education, sixty (60) Deans of Schools, one hundred and eighty (180) Heads of Departments and three thousand six hundred (3,600) Students. Through random sampling technique, two (2) states each were selected from the six geo-political zones of Nigeria. A structured questionnaire comprising of Seventy (70) close ended items was the instrument used. The scores were ranked using a 5 point Likert scale. The questionnaire as instrument was vetted by the supervisors and other experts in Educational Administration and Educational Statistics Section and subjected to a pilot study in Lagos and River State respectfully. The analysis of Variance (ANOVA) and Duncan Multiple Range Test were used to determine the extent of significant difference in the opinions of the respondent. The findings of the research revealed that inadequacy of funds and mis-management contributed to the poor provision of students' welfare services in Colleges of Legal and Islamic Studies in Nigeria in terms of health services, accommodation services, security services, student common room services, transportation services, counseling services and sporting services. Recommendations were made for provision of adequate funds to all Colleges of Legal and Islamic Studies in Nigeria such as; Allocation of funds should be steadily increased by the state government to enhance effective funding and management of these services. Finally, suggestions were also made for further research into the areas of relevant curriculum, assessment or evaluation of other students' welfare services in Colleges of Legal and Islamic Studies in Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is an important instrument in the development of any nation. This is why many countries of the world today have made it a top priority. This means that education is regarded as an important tool for achieving national goals over the world. In Nigeria, the seriousness attached to education is clearly understood in the National Policy on Education (2004) where it stated that the Federal Government of Nigeria has adopted education as an instrument per excellence for effecting national development. Education is therefore, a necessity as it helps to prepare and equip learners for all aspects of life. It provides learners with the basic foundation to function and develop in the society. To achieve this, it is very important to provide the learners with students' welfare services in the campuses.

The future of a country depends on the education of the citizens and therefore education assures the future of the society and provides continuity. For this reason, educational managers are supposed to be responsible for funding, overseeing and managing educational institutions in order to ensure quality output. The educational system is in continuous interaction with social, political, cultural and economic systems which surround it. College heads should be the educational leaders who should try to create a conducive college climate and learning centre – environment that encourages professional development of the teachers and performance of the students. Ukeje (1991) argued that Nigeria is reaching a period where teaching is fast becoming the last hope for the hopeless, that is a profession for those who have nothing else better to do.

Fayol (1961) asserted that management is expected to forecast, plan, organize, command, coordinate and control in organization. This has not only made effective impact on every human endeavour, but has also served as a springboard for several other management scientists who have adapted it for more elaboration of technological advancement due to development. In more recent times, Dare (2009) similarly defined management as the process of getting things done through the efforts of other people and that the management process consists of four functions: planning, organizing, influencing and controlling. According to him, a function is a type of work activity which can be identified and distinguished from other words, and each management functions involves decision making.

The management process in the context of the foregoing definitions of management, connotes the sequence or series of mutually inter-related tasks or work activities which are usually undertaken in order to achieve organizational goals. In essence therefore, the management process involves the systematic and sequential execution of the mutually inter-related work activities of planning; organizing; influencing; controlling and decision – making. Each of these work activities is discussed in turn and in the context of their inter-relationship Ukeje (1990).

These definitions view management in terms of the various activities or functions which are involved in the process of running the affairs of an organization. They portray the important point, that management involves the performance of activities with the use of different kinds of resources. However, many writers have adopted in different ways the definition of Fayol, who described management as "to forecast, plan, organize, command, coordinate and to control." For example Stoner and Wilson (1981) as cited by Olagboye (2004) states that, management is the process

of planning, organizing, leading and controlling the effort of organization members and of using all other organizational resources to achieve organizational goals. Also, Olubadewo (1992) views management as a process which enables organizations achieve objectives by planning, organizing and controlling their resources, including gaining the commitment of their employees motivation.

The fourth National Development Plan (1981 – 1985) in Omosidi (2007) stated that education has continued to play a crucial role in our economic development and social transformation process. Successive governments in recognition of this role have accorded it a high priority in the structure of resource allocation. To achieve and maintain these, the federal and state governments are annually making some remarkable increase in the proportion of overall budget devoted to education with a view to increasing the chances of mobilizing enough resources for educational institutions. In view of this, laudable policies are drawn up in establishing educational institutions such as Colleges of Legal and Islamic Studies in different states of the federation as well as some private institutions for the training of the required middle level manpower for Islamic education i.e. the award of Diploma Certificate in these areas.

To ensure that this noble aspiration of using education as an effective tool for social development is achieved, it becomes necessary to apply effective ways for sourcing and allocating the scarce resources available for these educational institutions. This would go a long way to helping school administrators, staff and students in the process of teaching and learning.

Impact of funding has been a major issue in the development of education in Nigeria and the proper management of it is also imperative. This means that without

proper founding, the school system will collapsed. According to Wikipedia (2011), funding is to provide resources, usually inform of money, financial or other values such as effort or time for a project, a person, a business or public institutions. For the education sector to produce a good result, the available funds must be properly managed or utilized for the intended purpose. In adequate funding of students' welfare services has been a major problem in Nigerian institutions in many aspects. For instance, the high rate in population of students on the campus, demands for more provisions of students' welfare services which many institutions cannot afford because of multifarious demands by other sector of the economy.

Another aspect of funding problem is the examination of whether these institutions are utilizing the funds made available to them judiciously or not. In order to ensure sound financial management, there must be proper utilization and control of available funds specified for students' welfare services. Abubakar (2009) opined that, to ensure an optimal use of resources, there is need for an efficient and honest collection of revenue and an effective and equally honest way of public expenditure control. Control is an important aspect of management. This is because things do go wrong when there is no control or when existing control is either inadequate or ineffective.

The burden of financing Colleges of Legal and Islamic Studies rests on the proprietors, who are the state governments and some individuals in the private institutions but in the case of government owned institutions, the government has limited resources to cater for students needs. Infact, the resources available to the government generally in Nigeria are dwindling, Abdulkareem (1999). That means that

the financial allocations to these colleges have continued to be inadequate and institutions were compelled to source for external funds for their needs.

For instance, Kwara State monthly financial report shows that in Kwara State College of Arabic and Islamic Legal Studies, Ilorin, the state government financial allocations in respect of Government monthly subvention are 43.48% in 2006, 62.85% in 2007, 63.74% in 2008, 74.10% in 2009 and 63.59% in 2010. This picture is the same in most of the colleges. Hence, these institutions are compelled to source for extra funds for their needs. In sourcing for funds, the colleges resorted to enrolling of many students and running different degree programmes which are beyond their primary assignments of producing middle level manpower for the country in Arabic and Islamic Legal Studies. The choice of these alternatives was intended to supplement the inadequate monthly subventions from the governments.

The increase in enrolments and the running of degree programmes means that more resources (money, men and materials) will have to be available for use. The increase in resources may ensure efficient control and effective organizational structure. Such a condition in the financial allocations, demands a look into the control system of the funds made available to achieve targets.

To ensure that this noble aspiration of using education as an effective tool for social development is achieved, it becomes necessary for management of these colleges to utilize the available fund to provide basic and necessary student welfare services within their colleges. This would go a long way to help the students to improve in their academic adventure.

Since learning has been noted to be a continuous process, it can only be meaningful and successful under healthy and determined minds of the learners and the

college authority through effective funding and proper management because the presence of learners is crucial to the existence of all the component of the Colleges of Legal and Islamic Studies in Nigeria.

So, due to inadequate fund, corruption, misappropriation, inadequate and poor planning, there was a total breakdown in the management of basic facilities and amenities, particularly for facilities for welfare services, Edem (2004). Also, in the same vein, Okeke (1986) observed that the gradual decline in the performance of educational sector as an industry in the process of socio – economic and political development of Nigeria is of different issues and problems such as students unrest, staff strikes, leadership inefficiency, whose roots can easily be traced to non-availability and unsuitability of welfare services. This revelation receives high support from Situmorang (2008), (Noime and Tessie (2008), Abdullahi (2005) who unanimously affirmed that the main problem in our higher institutions of learning including Colleges of Legal and Islamic Studies is non understanding of students expectations and needs.

Student welfare refers to the promotion and maintenance of good mental and physical health as well as social well-being of students, and conditions which are conducive. Schools and other educational institutions have a responsibility to every student to ensure they have the best possible educational experience. Schools and other institutions have Welfare Policies designed to provide clear guidelines for all parties and including strategies involving all relevant parties – student, staff, parents and outside bodies were required. The services expected are accommodation, transportation, good health services, security services, etc. Welfare services are provided by school management to help students support, develop and focus on their

academic performance and personal needs Olokoba (1999). This means that the services assist students to improve and enhance their academic and social life. These services are either provided confidentially through effective advice that would help them resolve some conflict or through practical exercises that will help assists in improving their capability, ability, aptitude and values.

These services are the basic facilities or amenities which will give students the necessary love, care, guidance and counseling and also assist them resolve welfare problems. It is also to promote smooth effective and efficient learning as well as harmonious relationship within the college. It is necessary for college management to provide these services which require timely allocation of funds because the services are expensive ventures. There has been massive expansion in higher education throughout the world shortly after the end of World War II in terms of numbers, size and variety. This has consequently led to the growth of students' welfare services. Today, each tertiary institution has created an official administrative machinery (Student Affairs Unit) that handles student affairs generally.

Okebukola (2002), was of the opinion that between the 1960 to 1980, most of Nigerian tertiary institutions could effectively provide welfare services because the population of students was relatively manageable, then, and that institutions could not complain of inadequate funding since they were few in numbers. But the steady increase in the students' population and number of tertiary institutions, that is, universities, polytechnics and colleges, the provision and maintenance of these welfare services can no longer be maintained adequately. Therefore, the government and college management need to make adequate provisional funds available for these services to promote peace, progress and effective organization of the institutions.

Olokoba (1999), also observed that, provision of welfare services in higher institutions of learning in Nigeria in general has been frustrated by various constraints ranging from student unrests, over population, inadequate funding, disruption of students' activities by trade unions for improved conditions of service and poor planning, resulting in total breakdown in the provision and management of basic facilities and amenities for students' welfare services.

It is on the basis of this predicament that this study examined the impact of funding on the provision and management of student welfare services in Colleges of Legal and Islamic Studies in Nigeria. The present study therefore found out:

i. The provision of students' health services in Colleges of Legal and Islamic Studies in Nigeria.

ii. The adequacy of funding on the provision of student accommodation provided in Colleges of Legal and Islamic Studies in Nigeria.

iii. The impacts of the security services in Colleges of Legal and Islamic Studies in Nigeria.

iv. The constraints in provision of student common rooms in Colleges of Legal and Islamic Studies in Nigeria.

v. The satisfaction derived on the provision of students' transportation in Colleges of Legal and Islamic Studies in Nigeria.

vi. The quality of the students' counseling services in Colleges of Legal and Islamic Studies in Nigeria.

vii. The preferential treatment in the provision of sporting activities on the basis of gender and level of study in Colleges of Legal and Islamic Studies in Nigeria.

1.2 Statement of the Problem

This study examined the impact of funding on the provision and management of students' welfare services in Colleges of Legal and Islamic Studies on provision of student welfare services is unavoidable for the effective and efficient management of tertiary institution like Colleges of Legal and Islamic Studies in Nigeria.

The trend of funding to education in Nigeria shows that the federal and state governments prioritize funding allocation to the federal and state Ministries of Education compared with other sectors. The ministry allocates huge sums of budgetary allocation to the industry. However, many educational experts and social critics still complain of lack of proper funding or inadequate released of funds to maintain an effective and functional educational system in Nigeria. It is also widely believed that if better management practices are applied in managing these huge funds allocated to education, the provision and management of students' welfare services at Colleges of Legal and Islamic Studies in Nigeria would have good and excellence impact on the academic performance of the students.

Therefore, the government and college management must as a matter of urgency provide and manage the entire necessary welfare services at all times in order to realize the objectives of establishing the colleges. It was revealed that all these colleges enjoyed the patronage of their visitors at the inception of the colleges in Nigeria in terms of fund which was adequately provided by the state government towards the upkeep of the students for the improvement and management of students' welfare services, (Abdulkarem, 1999).

However, the number of students entering Colleges of Legal and Islamic Studies in Nigeria has brought a lot of pressures on the facilities available on the

various campuses as well as the welfare services provided by the college management. The deteriorations of these services led to series of financial problems which all the management of colleges could not solve because the available funds are grossly inadequate for the provision of the students' welfare services. Also, due to the little funds made available to these colleges by their visitors for students' welfare services in terms of accommodation, library, transportation, health, security, etc the services remained poor, inadequate and unproductive.

These problems coupled with unending increase in students' admission with little or no increase in these welfare facilities have probably contributed to all forms of social vices such as cultism, prostitution, students' unrest and so on. It is also part of this problem that affected the teaching and learning in the school because of inadequate of physical resources such as classrooms, sitting materials, office accommodations, school laboratory, hostels etc.

Many studies have been carried out on resource allocation, internal efficiency, school resource management, resource utilization and organizational effectiveness. Some of these studies include Durosaro (1985), Abdulkareem (1989), (Oyebanji (1991), Giwa (1993), Ibitoye (2003), Afolabi (2004), Omosidi (2007) and Nymata (2011).

Durosaro (1985) conducted a study on resource allocation and internal efficiency. The research of Abdulkareem (1989) centred on school resource management and school effectiveness. Oyebanji (1991) and Giwa (1993) studied resource allocation and internal efficiency. Ibitoye's (2003) study was on the relationship among school size, resource utilization and school effectiveness. Afolabi (2004) conducted his work on resource utilization and orgnaisational effectiveness

and Omosidi (2007) carried out a study on Relationship Among Funding, Control System and Organization Effectiveness. It is however to the knowledge of the researcher that none of these studies was conducted on the impact of funding on the provision and management of student welfare services in Colleges of legal and Islamic Studies in Nigeria.

A critical analysis of the studies cited above shows that most of the works were carried out either on secondary schools, Colleges of Education, Nigeria Universities or Polytechnics while the present work was on the Colleges of Legal and Islamic Studies in Nigeria. The researcher chose Colleges of Legal and Islamic Studies because the study aimed at filling the missing gaps created by the previous studies. The present study therefore was another attempt to find out the impact of funding on the provision and management of student welfare service in Colleges of Legal and Islamic Studies in Nigeria. In view of these issues, it is worthwhile to assess the impact of funding on the provision and management of student welfare services in Colleges of Legal and Islamic Studies in Nigerians so as to be able to suggest better alternative of fund for the management of students' welfare service in these colleges.

1.3 Objectives of the Study

The objectives of this study (Impact of funding on the provision and management of student welfare services in College of Legal and Islamic Studies in Nigeria) are as follows; to:

i. Find out the impact of funding on the provision and management of students health services in Colleges of Legal and Islamic Studies in Nigeria;

ii. Examine the impact of funding on the provision and management of students accommodation services in Colleges of Legal and Islamic Studies in Nigeria;

iii. Determine the impact of funding on the provision and management of students security services in Colleges of Legal and Islamic Studies in Nigeria;

iv. Investigate the impact of funding on the provision and management of students common room in Colleges of Legal and Islamic Studies in Nigeria;

v. Assess the impact of funding on the provision and management of students transportation services in Colleges of Legal and Islamic Studies in Nigeria;

vi. Evaluate the impact of funding on the provision and management of students counselling services in Colleges of Legal and Islamic Studies in Nigeria;

vii. Analyse the impact of funding on the provision and management of students sporting activities in Colleges of Legal and Islamic Studies in Nigeria.

1.4 Research Questions

Based on the objectives of the study, the following research questions are raised to assess the impact of funding on the provision and management of student welfare services in Colleges of Legal and Islamic Studies in Nigeria:

i. What is the impact of funding on the provision and management of health services in Colleges of Legal and Islamic Studies in Nigeria?

ii. What is the impact of funding on the provision and management of accommodation services in Colleges of Legal and Islamic Studies in Nigeria?

iii. What is the impact of funding on the provision and management of security services in Colleges of Legal and Islamic Studies in Nigeria?

iv. Is there any impact on funding and management of school student common room in Colleges of Legal and Islamic Studies in Nigeria?

v. Is there any impact of funding on the provision and management of transportation services in Colleges of Legal and Islamic Studies in Nigeria?

vi. Is there any impact on funding and management on counseling services in Colleges of Legal and Islamic Studies in Nigeria?

vii. What is the impact of funding on the provision and management of sporting activities in Colleges of Legal and Islamic Studies in Nigeria?

1.5 Research Hypotheses

Based on the research objectives and questions, the following hypotheses were formulated to guide the study:

Ho_1: There is no significant difference in the opinions of Stakeholders on Impact of funding in the provision and management of health services in Colleges of Legal and Islamic Studies in Nigeria.

Ho_2: There is no significant difference in the opinions of Stakeholders on Impact of funding in the provision and management of accommodation services in Colleges of Legal and Islamic Studies in Nigeria.

Ho_3: There is no significant difference in the opinions of Stakeholders on Impact of funding in the provision and management of security services in Colleges of Legal and Islamic Studies in Nigeria.

Ho_4: There is no significant difference in the opinions of Stakeholders on Impact of funding in the provision and management of student common room in Colleges of Legal and Islamic Studies in Nigeria.

Ho_5: There is no significant difference in the opinions of Stakeholders on Impact of funding in the provision and management of transportation services in Colleges of Legal and Islamic Studies in Nigeria.

Ho_6: There is no significant difference in the opinions of Stakeholders on Impact of funding of the provision and management of counselling services in Colleges of Legal and Islamic Studies in Nigeria.

Ho_7: There is no significant difference in the opinions of Stakeholders on Impact of funding in the provision and management of sporting activities in Colleges of Legal and Islamic Studies in Nigeria.

1.6 Basic Assumptions

For the purpose of this work therefore, the following assumptions were made:

i. That students enjoy all available health facilities in Colleges of Legal and Islamic Studies in Nigeria.

ii. That student accommodations are adequately provided and funded in Colleges of Legal and Islamic Studies in Nigeria.

iii. That fund available for Colleges of Legal and Islamic Studies in Nigeria are properly managed for student security services by the management.

iv. That provision of teaching and learning facilities such as common rooms are adequately funded in Colleges of Legal and Islamic Studies in Nigeria.

v. That student inter-campus transportation services and others welfare services are properly and adequately funded in Colleges of Legal and Islamic Studies in Nigeria.

vi. That counselling services unit are created and funded for all students in Colleges of Legal and Islamic Studies in Nigeria.

vii. That sporting activities are adequately established and funded for the creation and relaxation of students in all campus of Colleges of Legal and Islamic Studies in Nigeria.

1.7 Significance of the Study

Researches in this area are very few when compared to studies in other disciplines like English, History, Geography, Economics, Physics, Chemistry and so on. In view of this, the findings of this study will be of immense values to the stakeholders like Provosts, Bursars, Staff in the Ministry of Education, proprietors of colleges, managers of schools, students and staff in tertiary institutions in Nigeria. The study will also be of importance to other researchers in similar areas of study.

The outcome of the study is expected to equip the Provost and Managers of the Colleges with the potentials of efficient procurements management and utilization of the limited available resources. The finding of the study will also be of great benefit to the college bursars because it will expose them to the need for accountability, transparency and jududicious use of available resources. The outcome of the study will also assist officials of Ministry of Education in adequate budgetary

allocation, effective programming and supervision. The study is also expected to adequately inform students on the benefit of availability and maintenance of welfare services to their academic advancement in the colleges.

The study might be very significant to the body of knowledge because, it will help to arrive at ways of improving on students' welfare services provided in Colleges of Legal and Islamic Studies in Nigeria and hence improve the students' welfare as well as their academic performance and will also help to reveal whether adequate fund is allocated for these services or not. The study is also considered significant because it will hopefully, provide an insight to the claim that some students are given better treatment than other students in other Colleges of Legal and Islamic Studies.

Finally, the study, might be highly significant as it will help students to know, whether the welfare services provided in their Colleges of Legal and Islamic Studies in Nigeria are related to their academic achievement than any other aspects or not. It will also help all state ministries of education to be more challenged in the proper provision and management of students welfare services in their state.

1.8 Scope of the Study

All Colleges of Legal and Islamic Studies in Nigeria represent the population for this study and the study covered all the six geo – political zones in the Nigeria. In these zones, there are 23 Colleges of Legal and Islamic Studies. The study covered five academic sessions i.e. 2005/2006 – 2009/2010 in all the sampled institutions. Therefore, only the existed data within the period were considered. However, different sources of income available to these colleges includes, states government monthly subventions, Education Tax Fund (ETF) through federal government, Internal Generated Revenue (IGR) and donations from communities and individuals.

All these sources were examined intern of proper utilization for the provision and management of students' welfare services in these colleges.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the review of various concepts, issues and studies relevant to this study was done. The review of related literature centred on the following sub-topics:

2.2 Conceptual framework of the study

2.3 Impact of Funding on the Provision and Management of Welfare Services in Colleges of Legal and Islamic Studies in Nigeria

- Historical antecedent of education funding in Nigeria
- Sources of funding education in Nigeria
- Financing higher education in Nigeria
- Inadequate Funding on Tertiary Institutions in Nigeria
- Alternative Sources of Funding Higher Education in Nigeria
- Funding in Higher Institutions in Nigeria
- Education finance in Nigeria
- Funding of Colleges of Legal and Islamic Studies in Nigeria

2.4 Impact of Funding on the Provision and Management of Welfare Services in Management

- Management and administration of educational institutions
- Educational management in higher institutions
- Educational administration in higher institutions

2.5 Impact of Funding on the Provision and Management of Welfare Services on an Organisation

- Student welfare services inequalities in higher institutions
- Types of welfare services available in higher institutions

2.6 Impact of Funding on the Provision and Management of Health Services in Higher Institutions

- Impact of funding on the provision and management of students accommodation services in higher institutions
- Impact of funding on the provision and management of security services in higher institutions
- Impact of funding on the provision and management of school common rooms in higher institutions
- Impact of funding on the provision and management of transportation services in tertiary institutions
- Impact of funding on the provision and management of counseling services in Nigeria
- Impact of funding on the provision and management of sports and student activities in tertiary institutions

2.7 Empirical Studies

2.8 Summary

2.2 Conceptual Framework of the Study

The educational system of any country is influenced largely by its economy and the prudent use of allocated resources. A highly productive stable economy and effective management of resources to education would ensure a qualitative education for the country's citizens. In contrast, an unstable economy and poor management of resources would usually lead to inadequate funding of vital sectors of the economy, such as education, the consequences of which would be the failure of the attainment

of educational goals. The fundamental principle in funding education is first of all knowing how much money is allocated to the educational sector and planning how well the available funds could be effectively utilized. Ogunsaju, (2000) said that:

> *The importance of educational funding in the management of schools is hardly contestable since every funding involves some forms of expenditure analysis. In particular educational funding may be used only as instruments for analyzing financial aspects of education i.e. their diagnostic function. But also as parameter for projecting the trend of an educational system prognostic function.*

He emphasized in his work the needs to improve on the students welfare services in Nigeria universities. He also condemned government attitude for neglecting the provision of these services to the students by not releasing enough founds to universities management to cater for the services. The attitude of the writer above motivated the researcher to further research on this study (students welfare services)

Financial resources should be allocated adequately to meet management requirements, and implementations should be according to financial plans. The provision of required funds and the expenditure of funds on education according to plans become the point through which educational funding and resources management is translated into action. Edem (1982) was of the opinion that:

> *Financial allocations are therefore made to items on which money is to be spent rather than on what is to be achieved by the money. In consequence effectiveness comes to be accessed more in terms of money spent rather than by how much has been achieved, thus leaving schools inadequately, equipped and staffed.*

Educational management, student welfare services, funding and management are the major variables in this research work. Provision of funding is very important

for the management of students' welfare services because funding is the act of providing resources, usually in form of money or other values for a project, a person, a business or any other private or public institutions. The process of soliciting and gathering fund is known as fundraising. Sources of fund include credit, venture capital, donations, grants, savings, subsides and taxes. So, Colleges of Legal and Islamic Studies in Nigeria need proper funds to enable them provide adequate students' welfare services for their students.

Management in business and organisations is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively. Management, therefore, involves the manipulation of the human capital of an enterprise to contribute to the success of the enterprise. For the funds released for the provision of welfare services to be meaningful for the exercise, proper management of it is also very important for the success of the programme. Directors and managers should have the authority and responsibility to make decisions to direct an enterprise when given the authority.

Welfare is the provision of a minimal level of well-being and social support for all citizens, sometimes refers to as "public aid". In most developed countries, welfare is largely provided by the government and to a lesser extent, charities, in formal social groups, religious groups, and inter-governmental organisation. Welfare can take a variety of forms, such as monetary payments, subsidies and vouchers, or housing assistance. Welfare systems differ from country to country but welfare is commonly provided to individuals who are employed, those with illness or disability, the elderly, those with dependent children and veterans. Student welfares are the social services meant for students to assist them in their acquisition of knowledge.

Provision and management of student welfare services in Colleges of Legal and Islamic Studies is very paramount for the betterment of the students in their academic domain.

Educational management, as the name implies, operates in the educational organisation. This means that educational management is the theory and practice of the organisation and administration of existing educational establishment and system. Thus, educational management is also a comprehensive effort dealing with the educational practices. It is the dynamic side of education. It deals with educational institutions right from the schools and colleges to the tertiary institution level. It is concerned with both human and material resources. The human elements include children, parents, teachers and other employees in general. On the material side, there are finance, building and grounds, equipment and instructional aids, etc. In every organisation like Colleges of Legal and Islamic Studies in Nigeria, educational management is a necessity. The purpose of educational management is to bring pupils and teachers under such condition as will more successfully promote the end of education.

The concepts related to this study will be clarified and put into the context of the study. The study therefore shall look at the concepts of students' welfare services, funding, management and other social services.

2.3 Impact of Funding on the Provision and Management of Welfare Services in Colleges of Legal and Islamic Studies in Nigeria

The word funding is a verb word derived from the word fund which Chambers English dictionary defines as "a sum of money for special purpose". It is also a financial resource, a stock, or supply for a special purpose. The emphasis here is on

provision of money for the provision and management of welfare services in Nigeria. By implication funding should simply means the continuous setting aside and allocation of money for a special purpose. In the field of education, money needs to be set aside and allocated for proper management of its affairs, particularly on the provision and management of welfare services for the students.. The government of Nigeria recognized education as an expensive social service which requires adequate financial provision. Its ultimate goal is to make education free at all levels, by making its financing a joint responsibility of both Federal, State and Local Governments. It also welcomes and encourages the participation of local communities, individuals and other organizations in the financing of education. If fund is not available, it will affect the provision of student welfare services.

Egwu (2009) commenting on the challenges of funding, resource mobilization and utilization said "the steady decline in funding relative to explosion in students population in secondary and technical/vocational schools has resulted in limited access and equity, inability to attain set standard, disproportionate students-teacher ratio, among others". These in turn have led to steady decline in the quality of curriculum delivery and over-stretching of available facilities and infrastructure'. He further identified that:

> *Inadequate budgetary allocation, bureaucratic bottlenecks in accessing the budgeted funds, poor management of accessed funds; lack of coordination of budget implementation among the tiers of government, non-implementation of Public-Private Partnership (PPP) guidelines on funding, resources mobilization and utilization and inadequate funding of schools.*

Colleges of Legal and Islamic Studies in Nigeria have been under poor services for quite sometimes apart from funding, other problems have not been successfully solved by subsequent governments. The causes of these problems could

be linked to some factors which include: corruption, mismanagement, misappropriation of funds, politicization of education and poor planning. One of the major factors hindering good provision and management of welfare services in these colleges is inadequate funding. In all countries, education attracts considerable attention in public expenditure because of its position as a social service with direct economic significance. Perhaps, this call for UNESCO pronouncement that 26% of every nation's budget should be allocated to education. Nigeria government has not been able to yield to this recommendation by UNESCO because with 17% of her budget allocation to education sector, this is making financing education in most developing countries to an intractable problem for their government.

The fact that there has been an increase demand from other sectors which government cannot afford to close its eyes on but rather to pay attention to them by way of making funds available in those areas that has made it difficult for government to adequately fund Colleges of Legal and Islamic Studies in Nigeria and this has consequently led to poor services in those institutions. Corruption has been a scourge in the funding of welfare services in these colleges. Apart from this factor above, the nature of some principal officers of these colleges in respect of the money made available by the government could not reach these colleges because it has been embezzled by the officers in-charge of disbursement of the funds. These acts have been making it difficult to have good provision and management of welfare services in Nigeria Colleges of Legal and Islamic Studies as most of the money that could be used for better welfare service have been siphoned.

2.3.1 Historical Antecedent of Education Funding in Nigeria

The funding of education in Nigeria was accomplished at earlier days when the missionary schools were flourish. The donation and church offerings by members formed a sizeable percentage of the money used in funding the schools by the missionary bodies. By 1882, when the 1st ordinance was promulgated, it provides for the total maintenance and finance of schools established by the colonial governments, while mission and private schools established during this era were to be assisted through a system of grants-in-aids.

The above initial efforts in funding education in Nigeria, according to Igwe (1990) was grouped into three as traditional sources of income for education to include the public authorities; users of education; and self-generated income. By 1955, regional governments are already in place, and they introduced the Universal Primary Education (UPE) where large percentage of their annual recurrent budget was allocated to education. For instance, the Western region allocated 82.2% while Eastern region accounted for 78.0% of their total expenditure on education.

After independence in 1960, to be precise in the early 1970s, finance ceased to be a problem in Nigeria education. According to Adesina (1983), the oil sector, which constituted less than 1% (precisely 0.8%) of the country's earning in 1958, suddenly started to show promises. By 1965, the oil sector was contributing 25.9% of the country's export earning and in 1976; the sector represented about 31% of the total Gross Domestic Product (GDP) and accounted for 82% of local government revenue. Similarly, the GDP, which was recording an annual growth rate of 5% in the late 1960s, recorded a growth rate of 10.3% in 1976/77.

The impact of this superficial finance buoyancy on the educational system is very significant as rulers became anxious to ensure their own political base as well as build up a rather naive popularity for themselves. Consequently, the Head of State in 1974 yielded to the misguided notions that people do not have to pay for their own education, announced that the Federal Government would pay for education by virtue introduced, "free education". For the above reason, there emerged, a search for who to participate in management of education in Nigeria. The issue generated heat debates. The dual control systems between government and churches were in existence. Now, the East Central State in 1970 took over all private and voluntary agency schools and many other states followed its example. There are arguments against or for the states take-over of schools and concluded that although the mood at that time might have justified the decision, since financing such schools are not see as a burden. And in 1976, the "free education syndrome" was adopted and the National Policy on Education in 1967 published in 1981 (Revised in 2004) regarded education as an expensive industry consuming a huge sum of money. Thus, section 12, paragraph (106) of the policy says:

> *Government is ultimate objective is make education free at all levels. The financing of education is a joint responsibility of the Federal, State and Local Government. In this connection, government welcomes and encourages the participation of local communities, individuals and other organization.*

There was no explicit statement in regard to the role of each participant in the training of education. This lack of commitment affected education at all level. Now there is a plan to diversify sources. For instance, government relies solely on its oil revenue and the recent dawdling of oil revenue is a warning. It is no longer news that budgeting allocation to the education sector have continued to decrease and the

problem of funding education has been tacked ceaselessly by several Federal Government Committees without any major significant breakthrough.

It is a know fact that the government created the funding problem for herself when she assumed full financial responsibility for all the tertiary institutions established. This excessive involvement of the government in the funding of such major capital intensive programmes posed the problem of sustainability as evidence by such factors as Adesina (1985) put it as ageing facilities, increase in personal cost, economic recession and the sharp fall in the value of naira, gaps between fund requested, funds approved and actually released and mismanagement by heads of institutions of the funds actually received by them. So acute was the problem of funding now that educational institutions resorted to all sorts of measures of sourcing for funds.

2.3.2 Sources of Funding Education in Nigeria

In contemporary period, various sources had been known to contribute to the financing of education in developed and developing countries of the world. In U.S.A, Hirsch (1973) identified the following sources of fund to public education to local, state and federal governments and inter-governmental fiscal relation. The state aids to public school are provided in the form of flat grants in conjunction with categorical aid, matching grants and equalization grants. The federal aids to public schools are also channeled through the states. The inter-governmental fiscal relations benefit public schools financially through provision of categorical grants, investigated growth, tax supplement and tax allowances.

In Zimbabwe, Government and community are the two main sources of funds to public schools. According to Lawal, (1988):

> *Parental contribution constitutes the most wide spread and important sources of school non-governmental recurrent expenditure revenue in Zimbabwe. Such contribution in rural areas is usually the responsibility of the community as a whole, particularly for district council schools*.

He categorized community-financing schools in Zimbabwe into 3 types viz, parental contribution, the contribution of the community as a whole particularly towards schools contribution and the contribution of voluntary agencies.

Various attempts have been made to suggest the sources of revenue to public school in Nigeria. One of the pioneering study was that of Adaralegbe, (1972) which suggested that, there is advantage in exploring local initiative in school support. Opportunities to raise bank loans for capital development have either been suggested. Local schools should explore new sources of financing education. Alumni (old students) and other interested associations could embark on fund raising activities and donate such funds to the schools. If the new upper class Nigerians are not voluntarily willing to endow schools, the law should compel them through taxation to invest some of their "surplus profits" in education. In the non-urban areas, schools can grow their own food crops; raise their own chi ken and other materials.

In another study, Lawal, (1988) identified other sources of educational revenue, which include levying of educational rates, school fees and federal and state government grants. However, he contended that the main source of education revenue is through budgetary provisions. In other words, money is gotten for education by means of taxing the citizen's incomes and setting aside a certain percentage of money so realized for education. This was, in the past, made available to school through grant-in-aid.

In the work of Adesina, (1981), financial support for public schools had been provided through government grants, support from local authorities, missionary bodies and associations, school fees, external aids and supports resulting from various schools activities". However, he noted that the major source of school finance is government grants. According to the NPE, (2004), government ultimate objective is to make education free at all levels. The financing of education is a joint responsibility of the federal, state and local governments. In this connection, government welcomes and encourages the participation of local communities, individuals and other organizations.

Oyedeji, (2003) also believed that education should not be left with the government alone but with everyone that has some stakes in education and he identified the following as the sources of financing in education.

i. Federal government grant
ii. State government grant
iii. Local government grant
iv. Households
v. Commence and industries
vi. Community/private hands
vii. Missions
viii. Foreign aids
ix. Internal sources in the schools

However, in funding education today in Nigeria, the following bodies are playing prominent role:

i. Federal government grant

ii. State government grant

iii. Local government grant

iv. Education tax fund

v. Parents

vi. Communities and

vii. Religious bodies

In addition, other funds, according to NPE, (2004), from which the burden of financing education can be eased are Industrial Training Fund and National Science and Technology Fund.

2.3.3 Financing Higher Education in Nigeria

In Nigeria, the demand for higher education is so high because education is not only an investment in human capital, but also a pre-requisite as well as a correlated for economic development. Thus, education has remained one of the most challenging of the Seven-point Agenda enunciated by the Late Umaru Musa Yar'Adu administration on assumption of office in 2007. The administration met an education sector that was in comatose. In spite of the reforms, at best half-hearted, which were carried out by the immediate past government, there was really nothing on ground to inspire confidence in that very vital segment of our national economy (Nwosu, 2009). The universities and other tertiary institutions were in a state of advanced decay with most of the teaching staff leaving the country in droves in search of greener pastures abroad. Apart from the impact of inadequate funding, on the quality of the teaching and learning process in our institute of higher education, students support is now inadequate. The number of students from poor and disadvantaged background

attending our higher institutions has become insignificant. The funding of higher education has been regressive over the years.

It was therefore not surprising that the late Yar'Adua's administration had to be confronted by labour unions in the education sector with long lists of demands on what should be done to uplift the sector. The unions, one after the other had to embark on debilitating strike actions to press home their points. The ensuing face-off-between the Federal Government and Academic Staff Union of Universities (ASUU) resulted into the shutting of the universities for close to four months. Furthermore, Imhabekhai & Tonwe, (2001) also highlighted that currently, universities education at present is under funded. Inadequate funding put the university management under stress and strains hence they are incapacitated in providing essential services. This has led to rampant crises in the system resulting in strikes by academic and non-academic staff, dearth of equipment and facilities, indiscipline among staff and students, upsurge in the activities of secret cults among others. In addition, Nigeria as signatory to the United Nation Education Scientific and Cultural Organization (UNESCO) programme is still unable to meet the statutory requirement of the international body which required that 15% of their, total yearly budgets be devoted to education sector (Olupona, 2001).

According to Udoh (2008), Nigeria as a developing nation is currently witnessing increased enrolment of university students. This increase in enrolment demands corresponding increase in funding which is not the case in Nigeria. Fund allocation does not increase to meet the demand of funds occasioned by the enrolment increase. The unfortunate expectation of both parents and students according to Abdu (2003), are apprehensive of any new initiative in the management of tertiary

institution to mean introduction of tuition fees. There still exist difficulties on the higher institutions especially on the universities to meet her only 10% internal fund generation quote despite the normal government subventions (allocations) to universities. These can only be facilitated through adequate financing.

It is a commonplace knowledge that education and some other sectors had suffered from inadequate funding in Nigeria over the last two and a half decades. The higher education sub-sector, therefore, had suffered continuous decline in funding, when cognizance is taken of the falling value of the naira (Ogunlade, 1989). Underfunding of education, more so at higher education level has become recurring phenomenon the polity, as almost everybody seems to agree that funds allocation to the sector cannot meet the sectoral and sub-sectoral needs in view of monumental decadence in the education sector (Nwosu, 2009). Yet, stakeholders in the sectors appear to not know how to formulate a lasting solution to the problem of funding higher education, which has led to increasing decline in the quality of education in Nigeria. Akinsanya (2007) observes that in the past, education in Nigeria was very qualitative and it was also enviable due to its high standards, hence, graduates of Nigerian universities were unhesitatingly admitted to high profile universities in the United States and the United Kingdom. Same cannot be said of the current status of higher education in Nigeria. Bakkabulindi (2005) submits that poor funding of education in Uganda has led to deteriorations in that country's infrastructures and human capacity building. This development, therefore, confirming that inadequate funding of education tends to be an African phenomenon (ADEA Reports, 2002 and 2004). Thereby, making African expenditure on education the least in the world if

cognizance is taken of the fact that none of the African countries had spent up to UNESCO's mandatory minimum 26% of national annual budget on education.

Onuka (2004) observes that there were too many regulatory agencies and parastatals with the attendant erosion of high quantum of funds available to the universities, and the resultant unnecessary bureaucracy that culminates in avoidable overhead. Consequently even not so essential capital costs while facilities and equipment as well as other projects instit4tions of learning suffer neglect. Therefore, the facilities are neither replaced nor maintained. These facilities are not expanded either, in spite of the fact that enrolment increases by hundreds of thousand every succeeding year. He also observes that as a result, the prescribed student/teacher ratio cannot be attained as inadequate funding has placed constraints on academic staff recruitment and development, as well as facility improvement and expansion. Yet, the situation can be ameliorated; if the formula for funding university education suggested by (Obayan, 2006) is adopted. The formula among other things includes: using student/teacher ratio, directing teaching units, teaching support units, research, public service, library, teaching and research equipment, student services for making funds available to the universities.

If the above-stated parameters as prescribed by the National Universities Commission (NUC) according to Obayan are utilized in allocating funds to the universities, the sector would no longer agitate for funding and brain drain would definitely be arrested.

The underlying rationale for public funding of education is to equip people with the requite knowledge, skills and capacity to enhance the quality of life, argument productivity and capacity to gain knowledge of new techniques for

production, so as to be able to participate evocatively in the development process. Public sector funding of education in Nigeria is anchored on the notion that for society to continue in perpetuity, the new generation must be given the appropriate access to knowledge that previous generation have accumulated. Initially, Ibadan being the only University in the country was adequately funded in all aspects of teaching and research. In fact, the first generation universities were well-funded and some of them established and maintained internationally acclaimed and respected standards. It was reported that there were years in which the amount received was slightly more than amount requested for, but this is no longer true today (Okebukola, 2002).

Hinchiliffe (2002), highlighted that federal budgetary allocation to education in nominal terms rose from ₦6.2 million in 1970 to ₦ l,05 and 1.2 in 1976. Thereafter, it declined to ₦ 667.1 million in 1979, rose again to ₦1,238.5 million in 1980, declined in succeeding years before rising to ₦3,399.3 million in 1989. It dropped further to ₦1,553.3million in 1991 before rising gradually to ₦9,434.7 million in 1994. Thereafter, the declining trend continued. Specifically, in 1996, the federal government funded its polytechnics at the rate of $251 per student, its colleges of education at the rate $394 per student and its universities at the rate of $300 per student. However, in the year 2000, funding for tertiary institutions, did improve significantly. For the federal universities, unit costs rose from $370 to $932, a rise of 252%. Current funding levels are low and lead to poor remuneration for academic staff. According to Ekundayo (2007), between 1990 and 1999, for instance, as a result of enrolment growth and currency devaluation, recurrent allocation per university student in the federal system fell from $610 to $360, and this has obvious implications for educational quality. Thus, in current value terms, the governments' recurrent grants to federal universities would appears to have increased dramatically from 530

million naira in 1988 to 9.6 billion naira in 1999. In real terms, however, total recurrent grants per student in 1999 were at only one- third of their 1990 level. Thus, increased budgetary allocation has been muted by the effect of rising enrolment.

Today, Nigeria is experiencing a crucial manpower development handicap occasioned by the fact that the number of prospective students seeking for admission into tertiary institutions is projected at over 1.2 million (JAMB 2001). However, only about 20%of this number actually secures admission to such institutions private or public. The reason is that the demand out - weighs the supply especially in the universities. The unfortunate expectation of both parents and students according to Abdu (2003), are apprehensive of any new initiative in the management of tertiary institution to mean introduction of tuition fees. It is a fact that the source of many problems facing higher educational system in Nigeria today can be traced to insufficient funding of the system. Funding short falls have, therefore, becomes the norms for many years as enrolments have increased more quickly than the governments' capacity to maintain its proportional financial support. There still exist difficulties on the universities to meet her only 10% internal fund generation quote despite the normal government subventions (allocation) to universities. These can only be facilitated through adequate financing (Akinsanya, 2007).

Furthermore, the Britain - Nigeria Educational Trust Fund (2009), has reported that the education sector, which suffers from inadequate funding at all levels, has not utilized the sum of ₦22.6 billion allocated by the Education Trust Fund covering the period 2002 - 2007. It was to be made available to universities, polytechnics, State Ministries of Education and the Universal Basic Education Boards. Lists of the beneficiaries, which are being made public by the ETF, included 25 Federal and State

universities, 24 Federal and State Polytechnics, 14 Federal and State colleges of education, 11 Monotechnics, 17 State ministries of education and 21 State Universal Basic Education Boards. Top on the list of the universities which have total of ₦6,343,000,000 yet to be accessed, is the Federal University of Petroleum Resources, Effurun, Delta State, that has ₦552 million; followed by Universities of Port Harcourt and Abuja with ₦302.3 million and ₦278.7 million unclaimed respectively.

This is considered very embarrassing and unacceptable especially in a situation where most of these institutions are in dire straits; yet they have free funds lying in the coffers of the Central Bank of Nigeria (Nwosu, 2009). However, the above analysis leads us to consider the effect of this inadequate funding on Nigeria tertiary educational institution.

2.3.4 Inadequate Funding on Tertiary Institutions in Nigeria

In the last three decades, higher education in Nigeria has witnessed a significant growth in terms of expansion of access through increase in enrolment and establishment of additional institutions. However, it is saddening to note that many of the indices that can guarantee qualitative higher education are not taken into consideration in the country's quest to meet quantitative target. It has been observed that political factors are the main motives behind many of the expansion polices especially in the university system (Ekundayo, 2008). In fact, capital projects to meet the expanding programmes could not take off in case where they took off they had to be abandoned due to lack of funds.

The result according to Ekundayo (2008) was a summon table pressure on the available limited resources thereby resulting in downward pressure on staff salaries

together with deteriorating working conditions. The effect includes high degree of "brain-brain" among the academic staff, incessant strikes action, students' riots and lecture boy-cots etc. All these will have a by - effects in the quality of higher education in Nigeria. Akintoye (2008), in his own view posited that the by-effects of dwindling fiancés in higher Institutions (Nigeria University) is explicated in many mechanism such as:

i. Curtailment of laboratory/practical classes,
ii. Limited number of fieldtrips,
iii. Curtailment in the attendance of academic conferences,
iv. Curtailment of the purchase of library books, chemicals and basic laboratory equipment,
v. Freezing of new appointments,
vi. Virtual embargo on study fellowships,
vii. Reduction in research grants, among others,
viii. Too narrow strategic profiles and core areas,
ix. Loss of variety in research and teaching,
x. Danger: close down of studies not in demand at present or expensive (unprofitable) studies,
xi. Loss of autonomy through increased dependence from external principals (third party funding),
xii. Internal centralization and expansion of administration,
xiii. Increased administrative burdens at the expenses or research and teaching, and
xiv. Reduced coordination (harmonization) between universities because of increased competition.

Financing higher education in Nigeria today is a crucial national problem. The political, social and economic factors, which are currently having significant impact on the world economy, have necessitated the need to diversity the sources of education funding, mainly because reliance on only one source of revenue can inhibit educational growth (Akinsanya, 2007). However, these are some possible options of financing higher education:

(a) Support from federal and state governments constituting more than 98% of the recurrent costs and 100% of capital cost (Ogunlade, l989).

(b) Tuition and fees

(c) Private contributions by commercial organizations in the form of occasional grants for specific purposes

(d) Consultancies and research activities

(e) Community participation, Auxiliaries (Enterprises, Licenses, Parents, Alumina Association).

Other sources of finance to higher education in Nigeria include endowments, gifts and international aids from international organizations. For example, the World Bank has financed a US$120 million project titled: Federal Universities Development Sector Operation (Odebiyi and Aina 1999, Babalola, Silcwibele and Suleiman, 2000).

The facts remain that higher education in Nigeria has been experiencing loss of facility, deterioration of equipment and plants and uncompleted projects as a results of financial crises facing the system. When all these pressures are not meeting with increasing revenues the results are obvious; less increase in efficiency and productivity and diminish quality and output (that is, teaching, scholarship and services, diminished working and living condition for professors, staff and students

alike). The implication of all these is that output from this investment process in higher education cannot actually achieve the goals that were set for it (Adewale, Ajayi and Enikanoselu, 2006). To sustain higher education in the country, the following suggestions are hereby made the Nigerian Government should ensure that allocation of financial resources in tertiary educational institutions is based on quality of research and number of students, the apex government should ensure that policy makers consider the full implementation of autonomy of tertiary educational institutions and all stakeholders must become involved in the financing - parents and guardians, the society in general, the private sector and nongovernmental agencies.

2.3.5 Alternative Sources of Funding Higher Education in Nigeria

In Nigeria, the national policy on education (2004 article 64) stipulated that higher or university education shall make optimum contribution to national development by intensifying as well as diversifying its programme for the development of higher level manpower in the context of the needs of the nation vis-à-vis making professional course content to reflect the national requirement. These laudable objectives can hardly be accomplished if higher education is not adequately funded.

Currently, education in higher institutions is underfunded (Imbrabekhov & Tonwe, 2001). Inadequate funding put the higher institution management under stress and strains hence they, are incapacitated in providing essential services.

Nigeria as a developing nation is currently witnessing increased enrolment of students. This increase in enrolment demands corresponding increase in funding which is not the case in Nigeria. Fund allocation does not increase to meet the demand of finds occasioned by the enrolment increase. Imhabekhai & Tonwe (2001) have shown that government had never met the amount required by the universities.

The provision of higher education is very extensive since it is both capital and labour intensive. The burden of providing university or higher education in Nigeria is too much, hence, the federal government, through the minister of education, had called on society to get involved in the provision of university education. Imhabekhai and Tonwe (2001) reported that government provides over 80% of fund needed for recurrent and capital expenditure in Nigeria tertiary institutions and this is contrary to what is happening in some developed countries like United State of America where tuition fee is a major source of fund in the universities.

In order to lessen the burden of funding higher education almost alone by the government, several suggestions had been made. These include payment of tuition fees, graduate tax, checking fraudulent practices, commercial activities on campuses, commercializing accommodation, endowment funds, scientific breakthrough, consultancy, part-time programmes, staff exchange programme, loans, scholarship, tax-relief; vacation and part-time job (Imhabekhai & Tonwe, 2001; Okebukola & Olupana, 2001). Government effort to carryout some of these suggestions had been

met stiff opposition particularly by parents, lecturers and students, which sometimes lead to closure of some higher institutions in recent time.

2.3.6 Funding in Higher Institutions in Nigeria

The federal government is the major funder of higher education in Nigeria. Funding allocations at the university level have been higher than at other levels of education partly due to the expansion in the number of higher institutions. However, the growth in expenditure has been inconsistent over the years. The funding pattern has not reflected inflation rates and the growing enrollment figures. In addition, students are charged low fees and thus contribute insignificant proportion to the total income of the institutions. The funding allocations to higher institutions have been inadequate and the government has been unwilling to increase the fees charged to students to make up for the short fall in order to achieve the objective of education for all in 2020.

Funds allocations by the Nigerian Universities Commission (NUC) have increased by about 11% in almost ten years from 1995/96 financial year to 2005/2006. Despite the increase in allocations, in real terms the recurrent financing per student has declined by more than 30% while student enrollment increased by 88%. There is a huge gap between the NUC parameters for funding and federal government allocations to higher education.

The NUC provides guidelines similar to those used in developed countries on how the funds should be shared between academic activities and administrative support. The guidelines is 60:40 respectively but the institutions have found it hard to

stick to the guidelines. The variations have ranged in 2002/2003 from lows of 25:75 in Maiduguri to 43:57 at institutions such as Owerri, Kano, Sokoto, and Nsukka (NUC, 2010 report). The imbalance in functional resource allocation between academic and administrative services is an issue of concern in terms of the efficiency and effectiveness of the institutions.

There is very little financial support from the public to the universities through aids or endowment funds. Minimal additional income is derived from income generating activities such as farm product sales and consultancy services. There has been actually a decrease in income to institutions from these additional sources. Institutions have recently started paying more attention to income generating activities to supplement their funds. The World Bank project report on the reform of Federal Universities concluded that it might not be cost effective to develop university income generation activities and warns that such activities might undermine the main university mission of teaching and research.

It is worth noting that the International Institute for International Planning (IIEP) has recently completed a study on the management of university – industry relations. The study highlights the growing trend and the need for improved management. Students' fees account for about 5% of the university income. There has also been a decrease in the percentage of income derived from tuition fees. Universities have started exploring alternative sources of funding such as fee-paying students and improved relations with industry to supplement their income. There is an increasing demand and willingness to pay for chargeable programs offered on a part-time basis. Many Nigerian universities are starting to rely on this mode of income generation as an alternative source of funding for other programmes within their

institutions. “Satellite” campuses in some instances have been set up to cut down on non-academic costs such as accommodation. Short-term courses offered on a part-time base have become popular among part-time students who are already employed and can afford to pay fees or have their employers paying their fees. Financial income is also derived from the proceeds from staff and student accommodation and interest earned on bank deposits. Investment income has also decreased. The situation above at university is what is happing in the Colleges of Legal and Islamic Studies in Nigeria.

There is little information on the financial situation in the higher education system beyond the 2004/2005 academic year, due to the deepening economic crisis of the period. Therefore, it is highly unlikely that more money was allocated to education. Alternative sources of funding higher education need to be explored, including the review of policies on tuition fees, as part of a realistic and sustainable financing strategy for higher education.

2.3.7 Education Finance in Nigeria

Introduction of western education in Nigeria dates back to 1842 when the Wesleyan Methodist society opened a Christian missionary station in Badagry near Lagos. The sources of funds then were from the native believers, donations from organizations abroad. Nwankwo, (1981) revealed that the missionaries brought education and dominated its funding and control up till 1970 when the state governments took over the financing partially. Onabamiro (1982) observed that government fund for formal education was first made available in 1887 when the colonial government in Lagos gave a grant of 200 pounds to each of the three Christian societies.

However, out of the hundred and fifty schools in the south in 1911 that had a link with government financial benefit, ninety-one were funded by the missionaries while the remaining fifty-nine enjoyed the government subvention fully. During this period, there were 3,984 pupils in the government partially-founded schools; this was in the report of the director of education of 5th July, 1913.

With this initial government contribution to the missionaries' education, the colonial government felt that he who paid the piper must dictate the tune. And as a result, by 1882, the first educational ordinance was passed regularizing the school system and laying down conditions for grants-in-aid. The 1882 ordinance was followed by the 1887 education ordinance and later the 1916 educational ordinance all with gradual improvement in the financial involvement of the government in education vis-à-vis the missionary efforts.

The education ordinance of 1926 was the result of the efforts of the Phelps-Stokes' report and the 1925 memorandum. The ordinance aimed at checking the proliferation of poor quality schools by improving government financial aids to education. Although, the period between 1926 and 1929 was one of relative financial prosperity, Adaralegbe, (1972) noted that "the 1926 education code regulations in terms of grants-in-aid were never fully effective because of the great economic depression which began for Nigeria in 1930". There was a rapid increase in education budget from 1955. This was necessitated by the introduction of the Universal Primary Education (UPE) project by some regional governments and the proliferation and expansion of facilities in public schools.

According to Ojo, (1983), allocations to education became the simple largest item in the budgets of the former regional government between 1955 and 1966.

Furthermore, Ojo, (1983) summarized the development in the funding of education from the mid-fifties and the mid-sixties as follows:

> *From the mid-fifties to the mid-sixties, the Nigeria government aggregate expenditure on education increase at a faster rate than Gross Domestic Production (GDP) and over all government expenditures. The annual compound growth rates of expenditure on education during the 1960 – 66, for example, average about 15 percent. And from 1955 to 1963, recurrent expenditure on education increased at an annual growth rate of 15.5 percent while the rate of increase in overall expenditure was 10.5 percent (pp. 22 – 23).*

This was the gradual development of education finance in Nigeria until 1970 when the government took over the responsibility of all schools from the missionaries in both funding and control. As a result of this, the National Policy on Education (NPE) was published in 1981, revised in 1985 and 2004. It spelt out in clear terms the stand of the Nigerian government on education financing. NPE, (2004) state that, education in Nigeria is no more a private enterprise, but the huge government venture that has witnessed a progressive evolution of government's complete and dynamic intervention and active participation. The federal government of Nigeria has adopted education as an instrument per excellence for effecting national development. It is only natural then that government should clarify the philosophy and objective that underline its current massive investment in education and spelt out in clear unequivocal terms the policies that guide government's educational efforts.

The NPE is divided into thirteen sections and the last section which is section thirteen spelt out the stand of the government on financing of education in Nigeria as follows:

i. Education is an expensive social service and requires adequate financial provision from all tiers of government for a successful implementation of the educational programmes.

ii. Government's ultimate objective is to make education free at all levels. The financing of education is a joint responsibility of the federal, state and local government. In this connection, government welcomes and encourages the participation of local communities, individuals and other organizations.

iii. Government recognizes the importance of technical and commercial education and the need to relate its programmes to the requirements of commerce and industry. Formulate for collaboration and joint responsibility, such as is already being carried out in scheme like Industrial Training Fund (ITF) will be designed for sharing cost burden between the public and private sectors.

It is however important to note here that the efficiency of the school is determined largely by not only the amount of the school revenue but also by the wisdom with which that revenue is expended. The size of classes, the adequacy of the school plants, type of curriculum, quality and quantity of textbooks and of all other materials, the qualification of all school employees. Infact, all phases of the school programmes are affected by the amount of money available to the school and by the efficiency with which the money is expended. If the funds were inadequate or were unwisely expended, the school would not realize its effectiveness.

Prior to Nigeria independence in 1960, education in the country passed through many phases of development. According to Adesina, Akinyemi and Ajayi, (1982), one of such phases is the increase in population. For instance, the primary school pupil population ran from 22,057 in 1912 to 1,868,800 in 1956. There was a

similar increase in the population of post primary school which ran from 1,086 in 1912 to 42,576 in 1956. The Yaba High College was founded in 1932 and became the nucleus of the new University College, Ibadan which was founded in 1948. The college opened with 104 students in 1948 and increased to 1,200 in 1958. As at 1986, Fafunwa (1974), noted that there were 23 universities with 102,000 students, 32 colleges of education with 49,000 students, 29 polytechnics with 80,000 students.

Nwagwu, (2001) opined that there was much evidence to show that the education system has grown enormously in the last three decades: He emphasized that the decade after independence was disrupted by ravages of the civil war, but ever since then, institutions, students and teachers have increased beyond all projections. For instance, in 1960 there were only two universities with 1,395 students FRN, (2003).

The transition rate from primary to secondary school was estimated as 70% at the initial stages of the implementation of "6 – 3 – 4 system of education" before dropping to 25 – 30% in subsequent years. This manifested itself in the enrolment for education at each level of our educational cadre Salim, (2004). He also stressed further that the enrolment in Nigeria's educational system for 1985 according to statistics is given as follows; Primary schools 13.6 million, Secondary schools 2.4 million and Universities 130,000. For 1999/2000, the figures were given as 16.1 million for primary schools, a little above 4 million for secondary schools and three hundred and eighty-nine thousand (389,000) for Universities. When these figures are compared, the Universities enrolment would appear inadequate.

The remarkable increase in educational finance started with the introduction of UPE scheme by some governments and the expansion of physical facilities at higher

education level. The single largest item in the budgets of state governments between 1955 and 1966/67 was the generous budgetary allocation to education Callaway and Musone, (1968). The period of increased expenditure on education indicated that the Eastern and Western regions expended between 35 and 49 percent of their annual recurrent expenditure on education respectively while the Northern region spent between 20 and 26 percent on education. During the 1970s, "Education continued to be the single largest item of expenditure of state governments" Ojo, (1983). The capital resource allocation indicated the same trends of increase during this period.

In the first development plan, education, got 10.3 percent of total planned public sector investment of N1.4 billion and it was in the fifth position in comparison to other sectors. In the second development plan, education accounted for 13.5 percent of the N2.0 billion total planned public sector investments and it came second, since more emphasis was put on education at this period. In the third development plan, allocation to education dropped to the fifth position with educational sector absorbing 7.5 percent of N2.464 billion out of public sector capital expenditure of N32.855 billion (Second National Development Plan, 2007).

The researcher, having seen the increased trends of education finance on a macro level, was therefore interested in identifying the allocation of financial resources to education at the College of Legal and Islamic Studies level. The study was also intended to identify the impact of funding on the provision and management of students' welfare services in the Colleges of Legal and Islamic Studies in Nigeria.

2.3.8 Funding of Colleges of Legal and Islamic Studies in Nigeria

The decentralization of the educational system in Nigeria is not a new phenomenon. Both the 1954 and 1999 constitutions clearly show the constitutional

responsibilities and competencies of each tier of government. In fact, each level of government has appropriate structures to ensure the effective delivery of educational services and this is in line with the constitutional responsibilities conferred on them. The National Policy on Education (1985) recognizes that, the success of any system of education is hinged on proper planning, efficient administration and adequate financing. Administration includes organization and structure, proprietorship and control, inspection and supervision.

Nigeria has not experienced the development and implementation of any educational sector-wide approach program to date. Significantly, one of the principles on which the administrative machinery for the national educational system is based is devolution of functions whereby:

i. The management of schools is placed in the hands of school district boards of management;
ii. The coordination, planning, financing and direction of the total educational effort within the state is placed in the hands of the ministry, department or directorate of education and;
iii. The integration of educational development and policy with national objectives and programmes are made the responsibility of a federal ministry, department of directorate of education (NPE, 1985:44).

Section 3 (90), of the NPE spells out the responsibilities of the Federal, Ministry of Education. These responsibilities are not limited to, the determination of a National Policy on Education, the coordination of education practices in Nigeria, the advisory services with respect to all levels of education below the university; the federal inspectorate advisory service to help improve and maintain standards; the

coordination of education services and the establishment of a central registry for teachers.

Sub-section 92 of the NPE highlights the functions of the state ministry of education which include Policy Formulation, Control and Administration of Primary and Secondary Education Services. At state level; planning, research and development of education; inspectorate service to improve and maintain standards; coordination of the activities of the state boards of education and/or local education authorities; the examination, particularly certification of primary school teachers; testing and evaluation; and the establishment of state registries of teachers.

On the basis of decentralization, both the federal and state governments have put in place different structures to ensure the effective and efficient financial management of education. At the federal level, for instance, specialized bodies such as the National Universities Commission (NUC), National Board of Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) were established for Universities, Polytechnics/Colleges of Technology and Colleges of Education.

Among other things, funds are disbursed to education institutions through these bodies while these institutions too channel their financial requirements to the Federal Government through these statutory bodies which also pass their requirements through the Federal Ministry of Education. Understandable, these bodies which act as supervisory mechanisms for the institutions under their jurisdictions ensure that funds disbursed are judiciously spent. It is often the case that if returns are not made, fresh releases are withheld. This is a control mechanism to ensure financial discipline (Johnson, 2007).

In case of Colleges of Legal and Islamic Studies in Nigeria, these monotechnic institutions do not enjoy the patronage of Federal Government in term of budget allocation and funding of the institutions like the Universities, Colleges of Education and Polytechnics in the country because Colleges of Legal and Islamic Studies do not have a regulatory body like National Universities Commission (NUC), National Board Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) who are monitoring the different structures in the mentioned institutions to ensure an effective and efficient financial management of education.

However, the state government or visitors of each institution responsible for funding of Colleges of Legal and Islamic Studies in Nigeria in line with section 8, sub-section 86 and 87 of NPE under monotechnics. These institutions only enjoyed Education Trust Fund (ETF) for the training of their personnel from Federal Government allocations. All these institutions have varied expenditures. For instance, Kwara State College of Legal and Islamic Studies, Ilorin between 2006 – 2010 enjoyed, a total sum of 441,547,465.00, Aminu – Kano College of Legal and Islamic Studies, Kano 476,281,350.00, Justice Fati-Lami Abubakar Colleges of Islamic Studies, Minna 476,798,219.00 and so on.

On the financial estimate and actual amount in colleges of Legal and Islamic Studies in Nigeria between 2006 and 2010, Kwara State College of Legal and Islamic Studies, Ilorin estimated a total sum of N441.55, Aminu – Kano College of Legal and Islamic Studies, Kano recorded N476.28, Muhammed – Goni College of Legal and Islamic Studies, Maiduguri N980.15. Management of welfare services in Colleges of Legal and Islamic Studies in Nigeria involves a careful determination of priorities and a proper assessment of the means of accomplishing them. It is on this basis that

funding constitutes an integral part in the process of management in these institutions. Education today is a complex venture in Nigeria. As a result of this; a lot of financial resources are annually allocated to it. Similarly, the enrolment of students have continued to increase in these institutions, more sophisticated material and facilities are being purchased, more professional and specialized professional are recruited. In addition, the public is becoming more aware and more curious about how the resources available to the school system are being allocated and utilized. All these call for a careful management of funds allocated to Colleges of Legal and Islamic Studies in Nigeria.

Abdulkareem (1999) opined that funding should aim at equal distribution of resources particularly among competing educational sectors. The importance of equal distribution of resources to square up the demands of the citizens where the citizens cannot afford it, has been stressed by world leaders, during budget speeches. One time America president, Abrahim Lincoln once said that, ‘‘a legitimate objective of a government is to do to the people what need to be done where the individual cannot do so well or at all.’’ Lincoln position as supported by another America, former president, Franklin D. Rosevell when he said that, ‘‘a new problem arises beyond the power of citizens to meet their individual needs, it becomes necessary as the duty of government to find solutions.’’

From the statements of these world leaders, it is believed that it is the responsibility of the government to provide for the education of its citizens. However because of the dwindling resources and competing demands, by various sectors, citizens need to complement government efforts. Pandit (1984) explained that the funding of Education is not the business of government alone, but the responsibility of

all citizens. The funding of education is called institutional cost. Private individuals and parents are called household cost and contribution of the public, private organizations philanthropies and members of the society is called social cost.

Therefore, funding of education as defined by Pandit, (1984) is the monetary value of resources used in the production of human capital. In analyzing the funding of education, he stated further that educational managers must first decide on what is to be done and then forward it to the Educational Economist who will work out how much it to be raised. The funding of education is determined by three investment decision-making bodies, the government, individual, parents and the society respectively.

2.4 Impact of Funding on the Provision and Management of Welfare Services in Management

Management is the process of setting goals and relating them to the goals of the society. Since management is available everywhere because it is a social function embedded in a culture (society), it is infact a tradition of values, customs, norms and believes. It evolves selfness sacrifice as affirmed by Cole, (1986) management has direct bearing with service provision.

These days, management studies have been attracted the attention of scholars because of its speculation which usually leads to empirical studies and theories (Ogunsaju, 2000). However, management according to Stoner and Wankel (1986) in Adegboye, (2004) is the process of planning, organizing, leading and controlling the efforts of organization members and of using all other organizational resources to achieve stated organizational goals. Similarly, Ukeje (1990), defined management as the process of getting things done through the efforts of other people and that the

management process consists of four functions such as, planning, organizing, influencing and controlling. According to these writers, a function is a type of work activity which can be identified and distinguished from other work and each management function involves decision making. This reveals that management always involves attempts by a manager to affect or influence the behaviour of follower(s).

Drucker, (2006) opined that management is about human beings. Its task is to make people capable of joint performance, to make their strengths effective and their weakness irrelevant. This is what organization is all about, and it is the reason that management is the critical, determining factor, hence, we depend on management for our livelihoods and our ability to contribute and achieve.

Many people hold the assumption that "managers are born or made". The important point is that, neither of these is a mutually exclusive alternative. The answer to either question is surely a combination of both. Even if there are certain innate qualities that make for a potentially good manager, these natural talents must be encouraged and developed through proper guidance, education, training and planned experience.

Within the last 20 years, the rich countries have been adjusting their models of welfare capitalism to a changed economic environment. One type of adjustments has been reforms of the public sector generally known as "New Public Management" (NPM). The exact reforms covered by this heading are, for instance, the introduction of explicit measures of performance, decentralization, introduction of private-sector styles of management, contracting out, privatization, and focus on service and client orientation. The scholarly debate about NPM reforms has increasingly been

influenced by what Mayor (1995) labels the "structured pluralism story" focusing on variation in the extent to which different countries have implemented NPM reforms, e.g. Mullins (2007), Ezeji (2006), Nwachukwu (2004) and Ngu (2005). This work focuses on the impact of funding on the management of welfare. The theoretical claim of the research is that the welfare is very important and a strategy of all managements that are working for students' achievements. This work also examine the extent of market-type reforms of welfare service area namely health care, transportation, accommodation, common room, etc. The work argues that the extent of such reforms has been greater in Colleges of Legal and Islamic Studies in Nigeria. It is also shows how the difference is related to the different strategies in these colleges.

Scholars like Ezeji, (2006), Nwachukwu, (2004) and Ngu, (2005) in their works expressed that each society, organization and programmes determine the nature, caliber and personality of who is to be accepted as a manager, and once appointed and accepted, the organization goes further to determine his managerial tools and styles, (Alake, 2000). Despite the view expressed by Drucker on the task of contribution of a manager, one of the most popular ways of defining management is that, it involves getting work done through second-hand, that is through the efforts of other people. Managers are judged not just on their own performance but on the results achieved by subordinate staff. On this basis, therefore management which involves personality, position and function deserves training and education on the needs of the organization, individual and the society.

2.4.1 Management and Administration of Educational Institutions

Management and administration according to Dare, (2006) are often used interchangeable by the specialists in the field. Laurie, (1999) observed that there is

often confusion over different interpretations of the two terms, management and administration. One of the main reasons for this confusion seems to result from the translation of Fayol's book. "Administration industrielle et generate" from the French into English. He went further and stated that, in the original (1929) English edition there was a direct translation but in the wider republication of the introduction to the revised edition, Laurie indicated regression at this change. He refers to Fayol's use of the word Administration as indicating a specific function which enters all tasks involving supervision of work of others. He also stated that Urwick expressed concern at the possible division between management being seen to apply only to business organization and (public) administration as applying to the same functions in public service organization.

Dictionary definition tends to see the two words as synonymous. Management is sometimes referred to as administration of business concern on overlap between the two terms and they tend to be used. A traditional perception is that private sector organizations are managed and the use of the term management is now more widely within the public sector. This he said can be seen following example of the Plowder Report in 1961 into the control of public expenditure which introduced the ideas of management as a control activity and top administrator having responsibility for management efficiency. A further example can be seen in the local government from 1972 with publication of the Bains Reports of the study group appointed to examine management principles and structure in local government at both elected members and officer levels.

Management and administration to Raymond and Maigida, (2006) seems to be synonymous while Arondarani, (2008) in Raymond and Maigida also went further in

agreement with Ndu, Ocho and Okeke (1979) that Administration concerns itself with coordinating and evaluating inputs for the purpose of achieving set objectives. Ordway (2011) in Kochhar, (2003) defined administration as a comprehensive effort to direct, guide and integrate in associating human striving which are focused towards some specific ends or more. Administration involves activities which include describing the task to be performed, to accomplish certain objectives and assigning these tasks to carefully selected and trained personnel to perform efficiently by using the tools provided for coordinating some formal structures (administrative unit system office or department) which permit a hierarchical and (vertically allocation of responsibilities and a communication flow. It also requires good discipline through rules and regulations; likewise it calls for the ability of the administration to make the right decisions to fulfill the required goals (Edem, 2007).

Administration is mostly used in public sector where resources are geared towards societal benefit not necessarily for profit, while management on the other hands is mostly used in private organization. It deals with utilization of resources with the aim of making profit. Administration according to Sabo, (2005) means getting things done. Enachow, (1982) also views administration as the process by which goals are achieved through collective and corporative human effort in a suitable environment. Similarly Pfeiffer and Prettus viewed administration as the organizational director of human and material resources, to achieve desired goals. Likewise, Musaazi, (1982) also noted that administration can be mostly in a mosque, church, army, university, hospital or even in social organizations. Administration and management could be viewed as twin sisters which are unrepeatable hence, each deals with an aspect of organizing, controlling, directing, coordinating in other to achieve

the set target of the organization. For the purpose of this research the researcher would make use of the two, that is Management and Administration, interchangeably to mean effective utilization of resources for the purpose of attaining a societal benefit.

2.4.2 Educational Management in Higher Institutions

Educational management is also seen as a field of study and practice concerned with the operation of educational organizations. Educational management is centrally concerned with the purpose or aims of education, Wikipedia. Peretomode, (2004) viewed educational management as involving the identification of education goals, the direction to be followed and how to implement these educational goals using human, material and financial resources effectively and efficiently towards attainment of organizational goals.

According to Houghton, (1975) educational management as a mixture of concept and techniques borrowed from other fields. To understand educational management, Campbell, (1977), emphasized that one must acquire some sense of the development of management generally.

Educational management emphasizes the mobilization of the efforts of a number of people towards the achievement of a common goal. According to Nwankwo, (1983), educational management is the process concerned with using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedure necessary to achieve the objective of education. To Shaw, (1971), it is a function, a set of task shared by persons in the educational institution.

Ozigi (1981) feels that it involves all activities directed toward the attainment of the goals of teaching and learning and all people working in the institution will

have to contribute towards the accomplishment of these goals. Knezevich, (1975) sums up these by asserting that, educational management is a social process concerned with creating, maintain, stimulating, controlling and unifying and formally organized human and material energies within a unified system designer go accomplish predetermined objectives. According to him, educational management is the influencing of one group of people the learners (students) to grow towards being learned; the utilizing of the second group of people (the teachers) as agents and operating within the third group (society) using school facilities.

Morphet, (1994) on the other hand, looked at both education and educational management as a more complex with many more facets than was previously recognized. This is so because the practice of educational management is becoming more scientific and pertinent knowledge is being increased by scientific study.

2.4.3 Educational Administration in Higher Institutions

The term – Educational Administration may mean different thing to different people. This is because it entails many activities which are to be carried out at different levels of the education system.

Some people use the terms education administration and school administration interchangeably. The reason according to Adepoju (1998) might be the fact that those who prefer using the terms interchangeably contend that since the purpose of setting up a school system is to carry out some basic administrative activities and achieve administrative objectives; therefore, the terms are the same. Some people also have the belief that administrative objectives cannot or may not be achieved or realized unless preference is given to setting up of schools. It is however important and interesting to note that there are certain educational programme that may not be

within the scope of a formal or organized school setting, that is to say that there are some programmes that are relevant to education but are carried out outside the school setting (informal organization) whereas in a school setting activities that are carried out are essentially concerned with some aspects of general education. Nevertheless, the two terms should not pose any much misunderstanding because an educational administrator is essentially a school administrator and a school administrator is essentially an educational administrator.

It is important to also see what different authorities in the field of administration especially educational administration have to say because educational administration has long been torn between models of public administration and business management, but whether education administrators should be developed along the line of any of them. According to Houston in Akpa and Udon (2001) has not been decided adequately. Most institutions are administered by uncertain mixture of concepts and techniques borrowed from both fields. For lack of knowledge of the problems of the institution and organisations and the principles which guide their operations can account for inefficiency and low productivity in the school system. Therefore to understand educational administration Campbell (1977), one must acquire some sense of the development of administration generally.

Nwankwo sees educational administration as the process concerned with using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedures necessary to achieve the objectives of education Peretomode (1991) emphasises that educational administration involves the application of the various principles typologies or taxonomies and theories of management or organization to education. According to him, the basic purpose of educational

administration is to enhance teaching and learning; that is, administration is not an end in itself but a means to an end. To Shaw (1971) educational administration is a function, a set of tasks shared by every person in the educational institution. And Ozigi (1981) feels that educational administration involves all the activities directed towards the attainment of the goals of teaching and learning and all people working in the institution will have to contribute towards the accomplishment of these goals. According to Adepoju (2001), educational administration implies arrangement of the human, material, financial, time and other resources and programmes made available for education and their effective utilization to achieve the purpose which an educational system aims at achieving.

From these various ideals by various people, educational can be summoned up as a social process concerned with creating, maintaining stimulating, controlling and unifying formally and informally and material energies within a unified system designed to accomplish predetermined objectives.

2.5 Impact of Funding on the Provision and Management of Welfare Services in an Organization

People work in an organization for the purpose of meeting certain needs, these news inferences people's behaviour as Maslow (1954) has aptly pointed out of the behaviour of individuals in an organization is largely oriented towards the achievements of certain goals like physiological needs, safety new or security, social needs and the news for workers or students preference this welfare scheme are adequately provided by the management of organization to the workers or students, this research is geared towards finding out the impact of funding on the provision and

management of welfare scheme on the motivation of students in Colleges of Legal and Islamic Studies in Nigeria.

As stated above, human beings have needs which they expect to satisfy from such as safety or security needs, social need the needs for advancement in life. These need inferences their work performance or role, social relation with their formal and informal, groups, their attitudes towards the management and their efforts to meet the organization objectives. One of the functions of the organization is to motivate workers motivating them entails, meeting them to perform their duties by dial of controversy over the issue of what motivates a worker, some people around that workers can be motivated through the use of money, these people are of the view that people work primarily for money. However, an opposition view advanced by the human relation movement does not regard money as the primary thing that motivates workers, they lay great emphasis on "man as the producer". In other words, the advocates of the movement are of the view that a good working environment and the provision of social facilities for the workers will be valued more highly by the workers than monetary rewards, thus, some scholars believe that welfare scheme motivates workers to perform. This is applicable to all students as well as the students in the Colleges of Legal and Islamic Studies in Nigeria because if these students are motivated with the available students' welfare services, it will assist them in their learning acquisition and also reduce or eradicate students' demonstration in the campus for lack of provision of such services.

The role of students' welfare services within Universities, Colleges and other Tertiary Institutions is to provide an integrated students' support and development services which is focused on students' academic and personal needs throughout their

academic career. In many tertiary institutions, such service units provides expert advice to departments, schools, faculties and other areas of the University Students' welfare service therefore means to provide all services that are directly related to academic and social attainment in the colleges. Welfare services are to be provided by the college management as much as possible in order to assist the students to improve in their academic endeavours. Macquarie, (2009) concluded that, welfare service is "good wine which should not be splashed out carelessly".

Reinforcing this assertion, Okojie, (2010) viewed students' welfare services as wine which must be bottled up carefully in an enclosed space and served to all those who deserve them. This shows the importance and significance of these services to both students and staff. Thus, the management must provide and protect to serve the purpose in which it is provided. It means that the management of the Colleges of Legal and Islamic Studies in Nigeria must provide appropriate confidential and effective advice that will help in the resolution process and practical assistance to be provided where possible.

Welfare is the general health, happiness and safety of a person, an animal or a group of people for their well being. Welfare is the practical or financial help that is provided often by the government for the people that need it. It is a concept that has long exercised interest among workers and lay persons alike. Welfare service therefore, is a concept which has direct bearing with service position. It evolves making the workers, comfortable while at work. Hence, welfare service is meant to provide and to receive, which implies that welfare service involves provision and investment in the provision for the people of the society of which Colleges of Legal and Islamic Studies in Nigeria are part of the society (Adesina, 1990, Afolabi, 1998).

The 1998 World Declaration on Higher Education (WDHE) calls for a major global effort to improve the delivery of higher education in every country of the world. This call was formulated for a variety of reasons, which include the important role played on the economic and environmental aspect of the global society. However, if any area of the world wants to provide its citizens with an improved quality of life, it must include the funding of higher education system that will help move social group towards a better lift through teaching, research, advanced employment and welfare services. This implies that, welfare services provide a healthy return to national economies as the investments help to assume success in higher education and their subsequent contributions to the national welfare. As perceived by Terry (2005), welfare services are provided by employers either as a result of genuine concern for the plight of the workers to legal framework, the demand of the labour unions or as a result of economic circumstances. Therefore, welfare services to be provided by a school administrator must, as much as possible, reflect his good intentions towards his staff and students rather than them perceiving such services as a right or entitlement. Hence, welfare services are to assist staff and students with any problems they may experience whilst at the job and at the college. The aim of the service is to provide appropriate confidential and effective advice and to aid in the resolution process and practical assistance to be provided where possible.

2.5.1 Student Welfare Services Inequalities in Higher Institutions

Higher institution students supposed to have equal access to all the services provided by the university or colleges for their welfare. There are indications, according to Appleton *et al.* (1978) that postgraduate and professional students are placed above their undergraduate counterparts while even among the undergraduates,

the Student Affairs Division discriminates in the provision of its services to students. This action is a negation of the democratic ideals the university is attempting to build into the students.

The university community, (students and staff) exists not because of a particular kinship but through the acceptance and exercise of authority in major social sub-systems. The respect for the individual right, as contained in the student Rights contain in the charter of student union, is supposed to be a central value, irrespective of' the tribe, religion, race or otherwise, as it is reflected in public affairs also. As Maliyamko (1982) observed, education is a public concern and is also financed by the public, therefore materials and services available in the university is publicly provided and should be publicly shared and publicly consumed, not by any particular individual or group of students.

This unequal treatment in the provision of student services was however defended by Appleton (1978) who upheld that there are significant differences in the services rendered to the students because of the orientation of the university as a whole and the faculties towards the students' unit size, composition, needs and relative 'power' on the campus. Apart from this, the role of the Student Affairs Officer includes the coordination of social affairs like dances, tea times meetings with dignatories, film shows, drama groups, religious services, club or tribal activities. This is necessary to prevent clashes of programmes at the same venue, the same day and the same time. It is in this scheduling of events to avoid conflicts that the Student Affairs Officer's action is misinterpreted.

In a country like Nigeria where much sentiment is attached to some of those indices than reason, a misunderstanding of the Student Affairs Officer's intentions

could trigger off trouble in the campus. As Briner (1965) observed, aggrieved students could foster superficial allegiance and manipulate the population to adopt the use of force in resolving social conflicts resulting from a misinterpretation of democracy. What is important is for all concerned to realise that the concept of 'equality' is relative, even in the most democratic societies of the world.

2.5.2 Types of Welfare Services Available in Higher Institutions

Welfare services according to Vecchio, (1998) and supported by Onasanya, (1999) are provided by employers either as a result of genuine concern for the plight of the workers, the legal framework, the demand of the unions or as a result of economic meltdown or other circumstances. The following are types of welfare services:

i. **Economic Welfare:** These are services provided by an organization to relieve a worker of any financial embarrassment that may crop up unexpectedly in cases of emergency or natural disaster requiring urgent attention. In most cases they involve such a large expenditure which the worker may not be able to afford but which the employer as a corporate body can afford or can assist through a financial house. These include salary advances usually required to settle urgent economic problems, which when given should be deducted from the worker's salary and should not exceed one-third of the monthly salary in order not to cause the worker any financial embarrassment, and not grant another advance until the first one is fully liquidated so that the worker may not become a perpetual debtor. The labour Act recognizes such problems and allows the employer to make to an employee a salary advance not more than

one month pay. The minimum legal welfare services required of an employer are those stipulated in the factories Act (1988), which include the supply of good drinking water, washing facilities, provision of cloak rooms, medical and canteen facilities.

ii. Social Welfare: These are welfare services rendered for social and humanitarian purposes. They constitute a cost to the employer and a benefit to the worker; this varies from establishment to establishment and may include: provision of transport to and from work. One cannot overlook the economic importance of such services as the worker saves the transport fares and uses such for other purposes. In the same vein the workers will not be late to work and get back home at the appropriate time with less stress to get prepared freshly for the next day work, (York, 2001). Basically, the common social services provided to students in the Colleges of Legal and Islamic Studies in Nigeria should include; health, transportation, accommodation, sports, classrooms, transportation, laboratories, libraries, Information Technology Services (ITS), teaching and learning equipments etc.

iv. **Academic Services:** Academic services include all programmes activities, buildings, intentions, consumable/and perishable, permanent materials or facilities, conditions, methodologies and actions performed or provided for effective teaching and learning in any tertiary institutions in Nigeria.

2.6 Impact of Funding on the Provision and Management of Health Services in an Organization

In any organization in Nigeria, health services are supposed to have two dimensions, i.e. preventive and curative. For preventive health services, health

education, health campaign, posting of educating posters and publications of relevant pamp hlets are supposed to be provided in the campus. Wilson, (1981), observed that a school places sufficient emphasis on cleanliness and sanitation as well as prevention of spread diseases through inoculation, regular medical examination of students, keeping adequate health records and efficient disposal of waste materials and garbage.

In Nigeria, Colleges of Legal and Islamic Studies health system is in a poor state and this is traceable to several factors especially the gross under-funding of the health sector and shortage of skilled medical personnel at the primary health care level. Nigeria is one of the several major health-self-exporting countries in Africa. As a result of inadequate in fracture and poor compensation packages, a sizeable number of physicians, nurses and other medical professionals are lured away to developed countries in search of fulfilling and lucrative positions. Related to brain drain is the problem of geographical distribution of health care professionals. There is a disproportionate concentration of medical professionals in urban areas. Health workers in under served areas usually have motivational problems at work which may be reflected in a variety of circumstances, but common manifestations include: poor process quality such as failure to conduct proper patient examinations and failure to treat patients in a timely manner. All these affected health services in Colleges of Legal and Islamic Studies in Nigeria.

With Disability Adjusted Life Expectancy (DALE) of 38.3 years and the rank of 187 in World Health Report (2008), the performance of the Nigeria tertiary institution health system is worse than many sub-saharan countries and this have direct impact on funding, provision and management of health service in Colleges of Legal and Islamic Studies. There is thus an urgent need to support the health system

with adequate trained personnel in order to improve provision and management of the health services of Colleges of Legal and Islamic Studies. The poor state of these colleges health system is traceable to several factors such as poor organization, stewardship, financing and provision of health services. These have been compounded by other socio-economic and political factors in the environment. The health will take its shape in these colleges if the state government; the visitors of these institutions provide enough funds and good managers as well as introduction of health insurance scheme. In the health insurance Policy, medical care is pre-paid by the health consumers or rendered on fee for service basis, through a mix of governmental and non-governmental insurance. The failure of most national health insurance to cover the full cost of care in Colleges of Legal and Islamic Studies is a major deficiency of fee for service programmes.

2.6.1 Impact of Funding on the Provision and Management of Student Accommodation Services in Higher Institutions

Writing on the higher institution crisis on accommodation in Nigeria, former Vice Chancellors of two federal universities in Nigeria stated that:

> *Central to decay and decoration is funding and it does not need a gift of prophetic wisdom to surmise that unless that is addressed positively and aggressively, there can be no turn around in the provision and management of students accommodation in Nigeria institutions. Akinkugbe, (2001).*

By 1986, the funding of Nigerian higher institutions accommodation had declined between 30% and 35% at a time when inflation had risen between 400 and 500. Nigeria Universities funding dropped from 416 million in 1985/1986 session to 316 million in the 1986/1987 session, leading to the abolition of accommodation by the federal government in all tertiary institutions in Nigeria. In the same vein, the year

1975 thus marked the beginning of the problem of tertiary institutions funding in the country. Ahmadu Bello University (ABU), Zaria is a reference point. After the 1977/1978 "Ali must go", for the first time, ABU recorded a shortfall of 20% in the amount requested and since then, the funding of the students' welfare services like accommodation has been on decline (Ukeje, 2002).

The issue of funding is compounded by the assertion of World Bank and International Monetary Fund (IMF) that the public sector in Nigeria was over – bloated, resulting in high wages bills. This informed their insistence on gross reductions in public sector expenditure by the Federal Government as part of the conditionality for debt re-scheduling and financial assistance. This attitude of IMF and other World Banks affected the state governments who are the proprietors of these colleges which indirectly affected the provision and management of accommodation services in the state owned Colleges of Legal and Islamic Studies. In addition, under-funding has been a major problem in the provision and management of accommodation in many Colleges of Legal and Islamic Studies in maintaining institutional performance. Therefore, colleges seek to supplement their funding with locally generated revenue. The principles guiding reforms in the funding of diploma education in Nigeria therefore, take a tripartite approach such as increase in government funding, cost sharing among stakeholders and promoting internal efficiency through better allocation (Horby, 2006).

Chronic students housing crisis is phenomenon of the 1970s and 1980s, the trend of which seems to be on the increase to continuous increasing enrolment in our higher institutions of learning. Tight as the situation is however, foreign students are

provided with accommodation throughout their stay, once they could pay for it, while fresh students are usually accommodated for the first academic session in the college.

Some tertiary institutions, in an effort to help students however are forced to borrow to finance students' accommodation programme. Jacks (1989), concluded that, "Such institutions are making provision for the children of the rich because of the price they fix". Even, where students seek accommodation outside the college, they are still forced by the people to pay very high rents.

Provision of accommodation in African institutions fall into three categories: these include the hotel, cottage and the integrated accommodation. The university is fully responsible for the students in hostel while in the integrated accommodation, the college is particularly responsible to them but in the cottage system, the university help students service accommodations. Edem, (1992), concluded that, it is desirable for the African situations because, it provides meeting points where children from diverse cultural and ethnic background learn to live and work together, thereby helping to enhance natural consciousness and solidarity.

This assertion shows that hotel is a meeting point for all students and it is considered as integral part of the educational enterprises because it will provide safety, comfort and support to the welfare of the students provided by the college management.

2.6.2 Impact of Funding on the Provision and Management of Security Services in Higher Institutions

The word ''security'' emanated from the Greek word "se-cura", meaning to be in a state of no fear. Security is the protection of life and property of a person. The concept of security keeps changing from its original conceptualization. Traditionally,

the state is the custodian and ultimate beneficiary of the monopoly use of violence especially if we consider the intellectual view(s) of some theorists like Thomas Hobbes (1962), Max Weber (1962), Thomas Hobbes (1962) in Kasha (2009) argued that the essence of a state is to guarantee the security is the degree of protection against danger, damage, loss and criminal activity. Security as a form of protection are structures and processes that provide or improve security as a condition. The Institute for Security and Open Methodologies (ISELOM) in the OSSTM defines security as "a form of protection where a separation is created between the assets and the threat". This includes but is not limited to the elimination of either the asset or the threat. Security as a national condition was defined in a United Nations Study (1986) in Balogun (2005), so that countries can develop and progress safely. But in contemporary times, the definition of security goes beyond the traditional military ways of protecting the state against internal and external aggression. The fact is that since the end of the cold war, security management has assumed a new dimension.

This service is provided for adequate and total protection of live and properties in the college system. For effective security service on campuses, a functioning network communication is very essential. There should be free and favourable flow of information from the management of the security unit down to the students. The security services in the Colleges of Legal and Islamic Studies in Nigeria are for safety and security of lives and properties of students as well as to make the campuses safe and conductive for learning.

To promote the smooth effective, efficient and flow of communication to enhance good security, the college management should provide communication gadgets like mobile phones for all the security personnel. This will make the students

and security personnel to move about free and more confident and enlightened about the campus life. According to Fasasi, (2008), security service is primarily to maintain peace and order that will promote a peaceful atmosphere. This will aid the academic performance of the students which is their primary objective.

Improved welfare and working conditions for security personnel is essential for their effectiveness in checking criminal activities. The colleges management determined to set the pace in the provision of welfare for their students. To implement this goal, they introduced a security insurance scheme to compensate officers who die or are disabled while in the line of duty. Similarly, officers who have stagnated on the same position for several years have been promoted. Regular promotion exercises have been restored, even as they are working to ensure that no officer remains in one rank for more than stipulated period without promotion. In order to boost the morale of their staff salaries, pensions, gratuities and benefits are being paid promptly and new institutional guarantees have been introduced to take care of complaints and fears. Now, officers are more willing to make the necessary sacrifices and take great risks to combat crime effectively in the campuses because of the impressive welfare package they now enjoy.

2.6.3 Impact of Funding on the Provision and Management of School Buildings/Common Rooms in Higher Institutions

Odutola, (1989), emphasized that, school plant has become one of the potent index as for evaluating educational standards and quality: Since psychologists have stressed that students learn better in a fatique free classroom environment. As Macquarie, (2011), also emphasized that, “Planners of Nigeria’s education seem to

neglect the provision and maintenance of the school physical facilities". This has led to lack of classroom and furniture, good lighting, fans, etc.

However, Ogunsaju, (2000), maintained that, "the quality of education the students receive, bears direct relevance to the availability or the lack of physical facilities and the overall atmosphere in which this learning take place."

This means that the primary purpose of the teaching and learning process is to bring about in the learner desirable change in behaviour through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. Stoner, Freeman and Gilber (1996) in Ihuoma (2008), described the environment of any organization as all elements relevant to its operation and they include direct and indirect action elements. School facilities, constitute the major components of both direct and indirect action elements in the environment of learning. Several studies have shown that a close relationship exists between the physical environment and the academic performance of students. Nawagwu (1978) and Ogunsaju (1980) in Ihhuoma (2008), maintained that quality of education that children receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, space for sports and games, landscape, farms and gardens including trees, roads, paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and packing lot, security, transportation, ICT, clearing materials, food services and special facilities for physically challenged persons.

These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the Colleges of Legal and Islamic Studies in Nigeria. Facilities management is an integral part of the overall management of the colleges. The actualization of the goals and objectives of education requires the provision, maximum utilization and appropriate management of the facilities. Furthermore, advances in science and technology, necessitate that the school manager should adopt modern methods of facilities management. This will improve the quality of teaching and learning in these colleges. A direct relationship exists between the quality of school facilities provided and the quality of the products of the school.

The funding and management of the college building facilities should be paramount to the government i.e. the proprietors of these colleges because several individuals occupying managerial positions in schools lack inadequate knowledge of management process and some who posses the knowledge fail to put it into practical use in the management of the colleges. The management of college facilities requires intermixture of experts in different areas as stated earlier. This demands that the school possesses the necessary human relations skills to assemble and utilize the relevant individuals within and outside the school/college for efficient management of facilities.

Adequate fund is always a problem for managers in all organizations including Colleges of Legal and Islamic Studies in Nigeria (Ojelabi, 2001). The college manager therefore is not left out in this problem. However, it is necessary for the manager to look for alternative means of sourcing for funds within and outside the community. Government subvention and funds from all forms of fees and levies are

usually inadequate but however, whatever the little fund realized from government or Internal Generated Revenue (IGR) should be properly managed and utilized.

2.6.4 Impact of Funding on the Provision and Management of Transportation Services in Tertiary Institutions

The neglect of transport operator's training, education and indigenous knowledge, poor funding of transportation unit of tertiary institutions in Nigeria have constituted serious bottleneck in the implementation of Nigeria's national transportation development programme. The transport sector is the main mover of Nigerian economy and indeed of any economy. The importance of mobility to a nation's economic base cannot be overemphasized. Specifically, transport is central to the developmental process of a healthy economy and societal growth. This is due to the fact that transport influences and is influenced by other sectors that make up not only the total urban system, but the entire human settlements as well. (Oni et al, 2010).

Abubakar (2009) observed that, one of the major problems now facing the Nigerian tertiary institutions including Colleges of Legal and Islamic Studies in Nigeria is transportation services because of under-funding. This is not surprising considering the fact that in the recent time, government revenues have reduced sharply, while the national economy itself is in total chaos. Omosidi (2007), opined that the government, which statutorily bears the costs of higher education in the country, now faces tight budget constraints due to the collapse of the oil market, and the need to meet heavy and rising debt service obligations. Inability of the federal government to release funds for the state government and the visitors to the Colleges

of Legal and Islamic Studies have further shrunk government funding of higher education in Nigeria.

Transportation is one of the social welfare services given to the students in a multi campus institution. It is to assist them in their learning system. Buses are provided for them to ease their movement from one place to another, or from one campus to another. For instance, Grenda Bus Line runs a special school bus at 7.45am from Heatherton Road along Springvale Road into the College car part. Each afternoon three buses leave the College at 3.10pm; two to the Library and one to Five Ways. Grenda Buses Nos. 888 and 889 travel along Springvale Road north and south from Springvale and Glen Waverley and students walk up to the College from Springvale Road. Grendas bus No. 885 also travels from Spingvale along Springvale and Wanda Roads. Grenda Bus Nos. 802 and 804 travel along Wellinton Road, East and West from Clayton and Noble Park and students walk up to the College from Wellington Road. Quinces Bus No. 834 comes from Rowville to Waverley Gardens – students need to catch a connecting bus – Grenda Bus Nos. 850 or 862 along Wellington road. Students walk to the College from Wellington Road. There is also a charter but service operated by Australiner Pty Ltd which covers the suburbs of Hampton Park, Endeavour Hills, Narre Warren, Rowville and Berwick (Ofor, 2004).

EZ Ride has a history of working with county governments by assisting welfare recipients and dislocated workers in overcoming transportation barriers to employment. According to the school management “Our first focus is to help students take advantage of the affordable public transportation options that exist” If there is a need that is not filled by existing public transportation, EZ Ride can tailor an innovative transportation programme to fill the needs (Ogunsaju, 2000).

Working closely with the Passaic County Human Services Department, and the Workforce Investment Board to help students, EZ Ride operates a Transportation Counselling Center on the first floor of the Workforce Development Center, 52 Church Street, Paterson (Nwanko, 2008).

The center provides the following assistance to clients transitioning into the workforce:

i. EZ Ride operates a toll-free hotline to assist individuals who can't travel to the downtown office.

ii. It helps job candidates learn how to take advantage of public transit, read maps and interpret bus and train schedules.

iii. "Work First" job candidates with interviews are provided with bus tickets; newly hired workers also are provided with bus passes, allowing them to get to work until they receive their first paycheck.

iv. Meadow link conducts Transit Orientation sessions in Spanish and English to provide updated information to job counselors, enabling them to inform their clients throughout the year.

v. Throughout the year, EZ Ride distributes bus and train schedules and maintains Commute Information Displays to reach commuters at employment centers where they need the information (Okebukola, 2002).

2.6.5 Impact of Funding on the Provision and Management of Counselling Services in Nigeria

Guidance and counseling is one of the developments in the field of Education in Nigeria. It became popular with the introduction of the 6 – 3 – 3 – 4 education system. It is generally accepted that in Nigeria, the organized/formal guidance started

in 1959 at St. Theresa's College, Oke – Ado in Ibadan by some Reverend Sisters, out of concern for the products of their school. They felt that there was need to offer vocational guidance to their outgoing final year students. As a result, the Rev. Sisters invited twenty educated people from Ibadan community who were in different professions and therefore knew more about the emerging world of work than the students and the Rev. Sisters. Fifty – four (54) out of the sixty (60) students benefited from the experts advice and were placed in various jobs (Alake, 2000).

The National Policy on Education (2004) stated that:

> *In view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among students, career officers and counselors will be appointed in post primary institution.*

This is an indication that, counseling is an integral part of education which focuses on the individual, his future and decision he has to make. Counseling services is an intimate one-to-one relationship with the students through which they are advised on how to realize that education is very important to their life. By this definition, counselling embraces the academic, vocational, personal, religious and marriage counseling which is the most complex of the college services (Afolabi, 2004).

The inclusion of counseling service as a programme in a school system is paramount as it will make students feel that they can be appropriately assisted by the administrators, lecturers, trained counselors and other service staff interacting directly or indirectly with the students. For enhancing their welfare personal counseling may take pace in the residence hall or a particular office with a psychologist or psychiatrist, a college chaplain, Imam or societal counselor. These services exist not to keep the students in a dependant attitude but in the words of Strozier, (1980), "to

aid in the process by which young people can move in to full status as active and understanding participants in democratic processes". Jack, (1990), concluded from his work on student counseling that, "there are evidences of high degree of authoritarism, higher persuasiveness and less sympathetic and understanding from the counselors."

This is why students then turn to their colleague for advice because, it is a total programme of highly specialized activities implemented to assist individuals to make wise and intelligent choices and decision and behave rationally and change his/her behaviour positively. Finally, this work focuses on the realities and assessment of quality of guidance and counselling services on student's adjustment in Colleges of Legal and Islamic Studies in Nigeria. It was hypothesized that qualification of guidance and counselling personnel, availability of guidance and counselling facilities, quality of guidance and counselling services will significantly predict students' adjustment (Dare, 2009).

2.6.6 Impact of Funding on the Provision and Management of Sports Activities in Tertiary Institutions

This service is the main core of students' welfare services because it is through these that the freedom of students of tertiary institutions is actualized. Activities involved here include student unionisms and sporting activities. Sports and recreation activities for students in the Colleges of Legal and Islamic Studies are expected to cover a wide range of activities to satisfy the diverse tastes, interest and skills of students. These are supposed to be distributed throughout the schools and departments.

Sports can be referred to as a game or activities involving physical exercise especially outdoors, in the fields, lanes, sky, maintaining or water. Recreation is a

pleasurable occupation or amusement as Lawal in Mahadi (2007) defines it as, "an activity that is not consciously performed for the sake of any reward beyond itself, which can usually engages in during leisure and which offers man an outlet for physical, mental, creative powers and in which he engages his inner desire and not because of outer compulsion."

Sports and recreation excite the mind and help in building the body and make it physically fit. It is also believed that "An idle mind is the devil's workshop" or "All works and no play makes jack a dull boy". These expressions preach and signify that neither inactivity nor excessive pressures, training, stresses from the academic demand promote positive well-being of the body and mind. Rather, emotional instability and all sorts of fraudulent behaviours set in for physically unfitted individuals.

In attempt to neutralize these negative traits and break the monotonous, boring conditions of academic work and frustrating life of students arising from lack of adequate feeding, problem accommodation, strangeness of the new environment, all Colleges of Legal and Islamic Studies in Nigeria should establish and maintain a virile programme on sporting and recreation activities under the supervision of full – time and qualified coaches. Adequate provision and management of these sports activities should be properly handled since the sports have positive impact on the life of the students.

The need for sports facilities cannot be over emphasized as Clats and Arnhein (1981) opined that essential to the success of any physical education and sports is the provision and the utilization of good facilities. Udoh (1986) expressed that if facilities like soccer-field, handball court, etc, are available including adequate equipment,

funding and personnel, the rate of participation in sports will not only be high, standard will rise and more skilled sportsmen and women would be produced. This view was quantified by Bruce, et al (1975) who it was claimed that a good facility is not necessarily a big one as long as it is functional.

The planning, scheduling and maintenance of facilities is a major function for an administrator particularly at this austere period. The post-war trend which greatly influenced the development of physical education and sports with the increase provision of greatly improved facilities and a much more generous supply of apparatus and equipment has been cut up with today's economic realities. Recent developments have implications for proper facility management. For instance, fund allocation to many institutions of learning has been slashed down considerably and in many other institutions, new capital construction are least discussed (Olutola, 1981). Equally, the cost of building materials, construction and labour keeps rising as a result of inflation.

On the other hand, more and more people are getting involved in the use of sports facilities than before. Bucher (1983) opined that apart from the institution scheduled health. Physical education and recreation activities, pother departments in the institution carried out some of their programme making use of these facilities. The community in which these facilities are located also make use of them.

It is obvious that the ratio of facilities supply is considerably low to demand (Oduyele, 1982). In this respect, the few available ones should be adequately and properly managed if the Health, Physical Education and Recreation Activities of the Institution (apart from the community needs) would not be grounded.

2.7 Empirical Studies

Quite a number of research works have been conducted on the impact of funding on the provision and management of the students' welfare services in tertiary institution in Nigeria. One of them is: Akinbowa, (2010) conducted a study on the impact of funding and management of Nigeria Universities. The researcher raised three major questions on funding and management of Nigerian Universities (1) whether Universities can manage effectively and efficiently the funds allocated to them by the Federal Government, (2) whether additional source of funding can be a necessary factor? And (3) whether better management technique can be an effective solution to the problem of funding.

A questionnaire was developed to test the hypotheses raised on internal allocation procedure, adequacy and inadequacy of funds, recruitment, capital budget and control system, income generation ventures, enrolment trends and teachers, students ratio versus non-academic staff and alternative sources in view of gross inadequacy of funds and any advice or additional information on how to generate funds.

The study revealed that, Nigerian Universities witnessed a considerable increase in funding from the Federal Government; however, some of the Universities lack proper management practices to manage these financial resources, thereby creating an atmosphere of mistrust between the University community and contractors. The study also indicated that there were no serious efforts on the part of the management of Nigerian Universities to source for alternative and additional revenue. Similarly, the study revealed that the Federal Government does not properly

fund Nigerian Universities. Finally, the study revealed that the Federal Government contributes about 90% of funds allocated to the Universities.

Through empirical analyses, the study recommended that the Federal Government should increase subventions allocated to Universities, also government should increase research funds to Universities because the present research fund is grossly inadequate. In the same vein, research grants must be properly used for research purpose and must be accounted for by beneficiaries before additional ones could be granted. Similarly, the Federal Government should increase allocation for ICT programmes, library services, staff development and welfare packages like housing, roads, good salary and better recreational facilities. Furthermore, the study recommended better internal mechanisms for fund allocation to faculties and departments need to be overhauled. Allocation of funds within the faculty and department should be based on actual number of teachers and students per department.

Suffice to say, the study showed that centers for continuing education and institutes of education generate a lot of funds to the Universities. This is as a result of courses and programmes offered in the centers and the institutes, therefore these vital arms of the University should be strengthened with provision of qualified staff and essential teaching and learning materials. The activities of Alumni, philanthropic bodies, individual and corporate organizations to fund specific projects that are dearly needed by the University was recommended in this research. It is on the basis of these empirical studies that the study investigated the impact of funding on the provision and management of student welfare services in Colleges of Legal and Islamic Studies in Nigeria.

2.8 Summary

The study reviewed the related literature on impact of funding on the provision and management of students' welfare services in Colleges of Legal and Islamic Studies in Nigeria. The work of the scholars related to this study was thoroughly reviewed in relation to the topic of the study. The findings of the various scholars in the literature review and the finding of study were collaborated to come out with the reliable empirical findings.

From the various aspects of student welfare services analysed in this chapter by several authors, it is obvious that these services vary from one college to another. All these services are for the welfare of their students. The discussion has further revealed that with increasing population in the colleges, students' welfare services have adequately deteriorated over the 20 years.

The review revealed that scholars' discussions have been consistent and frank. The review has also showed convincingly the impact of funding on the management of Colleges of Legal and Islamic Studies in Nigeria on student welfare services are very appreciative in some colleges while it failed in some states. From the literature review, it has also shown that most researchers and writers on funding and management of education focused their attention on broad general funding of education or writing on funding and management or primary and secondary education due to availability of enough data and information on financial expenditure at those levels. However, the present study attempted to move away from these areas and focused on the proprietors of the state and private colleges of legal and Islamic Studies in Nigeria on funding of the colleges while at the same time drawing example from financial expenditure to education in Nigeria in general.

The review also touched on various source of funds that are available to these colleges and other financial support as well as some cost saving devices these institutions managers could use to manage the scarce resources. The issue of inadequate funding cut across all sectors of education that are engaged in the advancement of knowledge, teaching, training, research and community service. Therefore, the need for effective and efficient management techniques in such institutions should be overemphasized. Various management techniques and principles were also discussed and their relevance and effectiveness in managing Colleges of Legal and Islamic Studies in Nigeria.

Finally, problems and needs for the provision and management of student welfare services in these colleges were highlighted. The problem of inadequate of financing these colleges to cater for the provision of these services and how the fund could be realized and utilized for this purpose was also discussed to serve as a pointer to the need for adequate funding in these colleges in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods used to elicit necessary information from the respondents and to collect the appropriate data for answering the research questions and hypotheses generated. It focuses on methodological areas like research design, population of the study, sample and sampling technique, instrumentation, validation of instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

This study is a descriptive research which "concerns itself with the description of present events" (Omosidi, 2007). This unlike the historical research which deals with "what", "was", descriptive research engages in explaining and interpreting current issues, existing conditions, prevailing practices, beliefs, and attitude. The research design therefore is the plan, structure and strategy of research. The type of descriptive research that was employed in this study was the survey method. Survey method examines systematically and scientifically desired characteristic of a given population. While it considers the general views of the population, it also examines critically such studies often involve large number of samples. This type of survey research investigates a target population. Contributing further, Sambo (2005) reasons that descriptive survey research is appropriate when the total population cannot be accessed, in such instances, information is gathered on a representative sample from which inferences are made on the whole population. Since the problem being investigated focuses on the impact of funding on the provision and management of

Colleges of Legal and Islamic Studies in Nigeria, the method was most appropriate for conducting the research work, because the variables to be covered and the respondents were scattered in different parts of Nigeria and have one or more characteristics in common.

3.3 Population

Population can be defined as the total aggregate of the people living in a particular environment. For the purpose of this study, it has been defined as the totality of all the subjects used for the study. Olaofe (2010) also defined population as the entire area or the total number that the researcher is expected to cover. The target population is the one from which the research ultimately want to generalize the results. Based on this submission above, the population of this study comprised staff and students of all 23 Colleges of Legal and Islamic Legal Studies in Nigeria and some staff of the State Ministry of Education also in Nigeria. The groups of respondents that were involved in this study include a total of 36 principal officials, 60 Deans of schools, 180 Head of Departments, 3,600 students of these colleges and 240 staff of State Ministry of Education. This represents the total number of 4,116 respondents.

3.4 Sample and Sampling Techniques

Abdulkareem, (1995) observed that in educational research, it is almost impossible to study a whole population; therefore, a portion of population is usually studied. Thus, a portion of population selected for any study is referred to as sample and the method(s) of selecting a sample from larger population is also referred to as sampling.

The selection of respondents was done randomly based on the six geo-political zones in Nigeria and proprietorship, there are 23 Colleges of Legal and Islamic Studies (See Appendix 2). In each zone, 2 Colleges of Legal and Islamic Studies were randomly selected, making 12 colleges from the available 23 colleges which is 50% of the entire population (See Appendix 3).

In each of the selected institutions, staff and students were used as well as some selected staff of State Ministry of Education as the respondents for this study. In the selection of staff, random sampling was adopted that is, the Provost, Registrar, Bursar, Deans, and Heads of Departments. This implies that 12 Provosts, Registrars and Bursars of the 12 selected institutions were used as respondents which is equal to 36 in numbers. Then, 5 Deans from the 12 selected institutions which are 60 in number and also 15 HODs from each institution, making total numbers of 180 from 12 selected colleges. The total number of the principal officials is 276.

In addition, 20 staff of State Ministry of Education of each selected states were considered, making a total of 240. Selection of students was based on the 5 schools and 15 Departments available in each institution. In each of these Departments, 60 students were randomly selected. This implies that in each institution, 300 students were sampled. Therefore, for this study, 3,600 students were sampled (see Appendix 4). This thereby amounts to a total of four thousand, one hundred and sixteen participants (4,116).

Since the study focuses on the Colleges of Legal and Islamic Studies in Nigeria, two colleges were selected from each geo – political zones. The geo-political zones that were used in this study are North-Central, North-East, North-West, South-South, South-West and South-East. The selected colleges were also limited to those that had been established for more than five years. The conclusion drawn from them

can be applied to other colleges. Simple percentage and frequency distribute table was formulated to find the means of the responses of the respondents or stakeholders to provide the answers to the research questions. ANOVA was used to test hypotheses. While Duncan Multiple Range Test was also used to determine the degree of differences in the opinions of respondents.

3.5 Instrumentation

The instrument developed for data collection was structured questionnaire. In a structured questionnaire according to Kerlinger, (1973), the respondents are restricted to some response options or required to select from list of suggested responses that best express their opinions. The questionnaire for this study is designed based on the objectives of the research, research questions and the hypotheses.

The questionnaire was devised by the investigator borrowing ideas from the qualities discussed by Brown, (1977) on "Job satisfaction". The instrument was in sub-sections based on the variables identified in the hypotheses. The questionnaires is for the students, Provosts, Registrars, Bursars, Deans, HOD and some staff of State Ministry of Education in selected states.

Section A: The respondents were asked to provide their personal data like age, sex, marital status, state of origin, country, school and department.

Section B – I: Contained some statements designed to gather respondents opinions on availability of funding and other aspects of this study on the provision and management of welfare services portrayed by each statement or a group of them. The list of students' welfare services offered at Colleges of Legal and Islamic Studies in Nigeria was provided and each respondent ticked the services that are available at these colleges. This is to enable the researcher confirm the students' welfare services

that are available. It will also enable the researcher to see if students and other respondents were aware of the availability of these services. Five possible options were given against each statement, out of which the respondents chose one per statement. The Likert scale was used together information from the respondents. The questions were asked to enable the researcher to ascertain the degree of agreement or otherwise of the opinions of the respondents. The items were structured and allocated the 5 point Liket scale as follows:

"Strongly Agree"	(SA)	-	5 points
"Agree"	(A)	-	4 points
"Undecided"	(U)	-	3 points
"Disagree"	(D)	-	2 points
"Strongly Disagree"	(SD)	-	1 point

3.5.1 Validity of the Instrument

In this study, content validity method was used as the most suitable for verification of the questionnaire items. This method has also been found to be most suitable for this study because it contained statements that addressed the objectives of the study. Ndiyo, (2005) opines that the validation of the content of the research instrument by experts is an obligation for every researcher to accomplish. Hence, the instrument for this study was validated by 6 experts in the field of Educational Administration and Planning, Research Measurement and Statistics. At the end, the researcher collected the questionnaire and made amendments to them where necessary. Therefore, the opinions and agreements of the experts on the items/statements of the questionnaire were used in this study and would be regarded to be valid because these experts are Educational Administrators, instructors of various courses at tertiary level of education as well as supervisors of various research

works and projects in their various field of specialization in their various organizations.

3.5.2 Pilot Study

The pilot study was conducted to ascertain the reliability of the research instrument. This was done using two (2) Provosts, two (2) Registrars, two (2) Bursars, Students and Staff of Ministries of Education of two (2) Colleges of Legal and Islamic Studies that are not part of the final sample, both at Elene in Rivers State and Ikorodu in Lagos State. Eight hundred (800) Diploma Students, Six (6) Management Staff, six (6) staff of the colleges, that is, two Deans and five (5) HODs of the two Colleges and twenty (20) staff of State Ministry of Education in selected states. Therefore, for the pilot study, Eight hundred and thirty eight (838) stakeholders were sampled (See Appendix 5).

The purpose of pilot study was practically to

i. Validate the instrument especially the suitability of the instrument for both students and staff who are major respondents in the study.
ii. Acquaint the researcher with the procedure in the administration, collection and analysis of data and to
iii. Determine the reliability, adequacy, consistence, in the questions and opinions of the respondents.

The returned questionnaires from the pilot study indicates very reliability co-efficient of 0.88 against the backdrop of 0.05 accepted standard. The result of the pilot study therefore indicates that, the instrument is reliable for the study.

3.5.3 Reliability of the Instrument

Reliability of the instrument was determined by the outcome of the pilot study. A pilot study was adopted to determine the consistency of the instrument. The result

of the study showed that r = 0.88. This reliability co-efficient is considered high to guarantee the reliability of the instrument based on the 0.05 acceptable standard.

3.6 Procedure for Data Collection

The questionnaire was administered to respondents by the researcher with the help of research assistants. The subjects were informed of their selection and the aim and design of the study was explained to them. The mode of filling of the questionnaire was explained to some instances where clarification is needed. The filled questionnaire was later collected by the researcher immediately after completion with the help of research assistants.

3.7 Procedure for Data Analysis

For the purpose of data analysis, the one way Analysis of Variance (ANOVA) and Duncan Multiple Range Test were used to test the Null Hypotheses at 0.05 level of significance so as to determine whether or not the responses of the subject on the variable are related and to determine whether or not each group differs significantly in their opinions. Analysis of Variance (ANOVA) was used to determine the significant difference in the means of two or more groups. Analysis of Variance (ANOVA) is most useful where differences among more than two means are to be found. Operations for finding the means differences in three, four or more groups which normally would take multiple t-test will take (ANOVA) only one single operation. It is therefore a procedure for simultaneously testing the differences between several groups while Duncan Multiple Range was also used to determine the level of degree of differences in the opinion of the respondents. Other statistical measurements also

used to present the data include frequency distribution, mean computation and percentages.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This chapter dealt with analysis, interpretation and discussion of results obtained in relation to the research objectives, research questions and hypotheses postulated on the impact of funding on the provision and management of students' welfare services in Colleges of Legal and Islamic Studies in Nigeria. The analysis was carried out using IBM/SPSS 20.0 Window Version.

4.2 Presentation of Data

A total of four thousand one hundred and sixteen (4116 stakeholders were sampled for this study. This number is made up of thirty-six (36) Principal officials such as the Provosts, Registrars and the College Bursar in the sampled colleges; two hundred and forty (240) were officers from the State Ministries of Education; Sixty (60) were Deans from schools in the Colleges sampled; One hundred and eighty (180) were Heads of Departments in the sampled schools while Three thousand and six hundred (3600) were students from these sampled Departments. The table below gives a clear summary of stakeholders involved in the study.

Table 4.3: Categories of Sampled Stakeholders

Stakeholders	Frequency	Percentage (%)
Principal Officials	36	0.67
State Ministries of Education	240	5.83
Dean of Schools	60	1.46
Head of Departments	180	4.37
Students	3600	87.47
Total	4116	100.00

Table 4.3 above reveals that 4116 stakeholders filled the questionnaire administered. Out of this, 36 (0.67%) were principal officials (College Provosts, Registrars and the Bursars); 240 (5.83%) were officers from the state Ministries of

Education; 60 (1.46%) were Dean of Schools in the sampled colleges of Legal and Islamic Studies, Nigeria; 180 (4.37%) were Head of Departments in the sampled schools while 3,600 (87.47%) were students of the sampled Departments.

4.3 Analysis on Research Questions

4.3.1 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Health Services in Colleges of Legal and Islamic Studies in Nigeria

This section presents opinions of the stakeholders to statements that addressed impact of funding on the provision and management of Health services provided in Colleges of Legal and Islamic Studies in Nigeria. Ten question items that are related to this section (i.e. 1 to 10) were administered to the stakeholders and their responses were collated on statistical coding sheets. The data generated were subjected to descriptive statistic (Percentage) using IBM/SPSS 20.0 Window Version and table 4.4.2 gives details below.

Table 4.3.1: Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Health Services in Colleges of Legal and Islamic Studies in Nigeria

S/ No	Item Statement	Respondents	SA		A		U		D		SD		TOTAL	
	Health Services		**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
1	Shortage of funds can not allow provision of health facilities such as laboratories to carry out tests in the college	Principal official	**12**	**0.3**	**8**	**0.2**	**2**	**0.1**	**9**	**0.2**	**5**	**0.1**	**36**	**0.9**
		Ministry of Education	**89**	**2.2**	**78**	**1.9**	**15**	**0.4**	**32**	**0.8**	**26**	**0.6**	**240**	**5.8**
		Deans	**24**	**0.6**	**16**	**0.4**	**3**	**0.07**	**11**	**0.3**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**71**	**1.7**	**87**	**2.1**	**8**	**0.2**	**7**	**0.2**	**7**	**0.2**	**180**	**4.4**
		Students	**890**	**21.6**	**1530**	**37.2**	**440**	**10.7**	**489**	**11.9**	**251**	**6.1**	**3600**	**87.4**
	TOTAL		1086	26.4	1719	41.8	468	11.4	548	13.3	297	7.2	4116	100
2	There is enough funds to maintain the laboratory equipment to carry out tests in the college	Principal official	**10**	**0.2**	**12**	**0.3**	**3**	**0.1**	**8**	**0.2**	**5**	**0.1**	**36**	**0.9**
		Ministry of Education	**79**	**1.9**	**83**	**2.0**	**18**	**0.4**	**35**	**0.8**	**25**	**0.6**	**240**	**5.8**
		Deans	**22**	**0.5**	**18**	**0.4**	**2**	**0.1**	**12**	**0.3**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**68**	**1.7**	**89**	**2.2**	**6**	**0.1**	**9**	**0.2**	**7**	**0.2**	**180**	**4.4**
		Students	**887**	**21.6**	**1645**	**40.0**	**267**	**6.5**	**470**	**11.4**	**331**	**8.0**	**3600**	**87.4**
	TOTAL		1066	25.9	1847	44.9	296	7.2	534	12.7	376	9.1	4116	100
3	Shortage of funds affects provision of student health services because student usually leave the college to their home if they are sick	Principal official	**13**	**0.3**	**8**	**0.2**	**2**	**0.1**	**5**	**0.1**	**8**	**0.2**	**36**	**0.9**
		Ministry of Education	**83**	**2.0**	**75**	**1.8**	**20**	**0.5**	**35**	**0.9**	**27**	**0.7**	**240**	**5.8**
		Deans	**21**	**0.5**	**18**	**0.4**	**4**	**0.1**	**12**	**0.3**	**5**	**0.1**	**60**	**1.5**
		H O Ds	**68**	**1.7**	**82**	**2.0**	**15**	**0.4**	**8**	**0.2**	**7**	**0.2**	**180**	**4.4**
		Students	**439**	**10.7**	**2101**	**51.0**	**227**	**5.5**	**663**	**16.1**	**170**	**4.1**	**3600**	**87.4**
	TOTAL		624	15.2	2284	55.5	268	6.5	724	17.6	217	5.3	4116	100
4	Adequate funds are provided for proper maintenance of college environment against malaria and other diseases in the campus	Principal official	**8**	**0.2**	**7**	**0.2**	**5**	**0.1**	**10**	**0.3**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**68**	**1.6**	**73**	**1.8**	**25**	**0.6**	**38**	**0.9**	**36**	**0.9**	**240**	**5.8**
		Deans	**8**	**0.2**	**12**	**0.3**	**2**	**0.1**	**18**	**0.4**	**20**	**0.5**	**60**	**1.5**
		H O Ds	**36**	**0.9**	**32**	**0.8**	**22**	**0.5**	**43**	**1.0**	**47**	**1.1**	**180**	**4.4**
		Students	**241**	**5.9**	**546**	**13.3**	**189**	**4.6**	**1861**	**45.2**	**763**	**18.5**	**3600**	**87.4**
	TOTAL		361	8.8	670	16.3	243	5.9	1970	47.9	872	21.2	4116	100
5	Insufficient fund affects provision of drugs to my college clinic. This has resulted in the poor state of health of the students	Principal official	**12**	**0.3**	**13**	**0.3**	**6**	**0.1**	**7**	**0.2**	-	-	**36**	**0.9**
		Ministry of Education	**89**	**2.2**	**68**	**1.7**	**15**	**0.4**	**25**	**0.6**	**43**	**1.0**	**240**	**5.8**
		Deans	**18**	**0.4**	**22**	**0.5**	**2**	**0.1**	**10**	**0.3**	**08**	**0.2**	**60**	**1.5**
		H O Ds	**52**	**1.3**	**35**	**0.9**	**18**	**0.4**	**41**	**1.0**	**34**	**0.8**	**180**	**4.4**
		Students	**897**	**21.8**	**1607**	**39.0**	**397**	**9.6**	**483**	**11.7**	**218**	**5.3**	**3600**	**87.4**
	TOTAL		1068	26.0	1745	42.4	438	10.6	566	13.8	303	7.4	4116	100
6	Enough funds are provided for the management of my college clinic. This makes students to have assess to free medical attention	Principal official	**10**	**0.2**	**8**	**0.2**	**04**	**0.1**	**6**	**0.1**	**8**	**0.2**	**36**	**0.9**
		Ministry of Education	**78**	**1.9**	**65**	**1.6**	**23**	**0.6**	**39**	**0.9**	**35**	**0.8**	**240**	**5.8**
		Deans	**18**	**0.4**	**20**	**0.5**	**04**	**0.1**	**10**	**0.3**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**49**	**1.2**	**41**	**1.0**	**20**	**0.5**	**34**	**0.8**	**36**	**0.9**	**180**	**4.4**
		Students	**643**	**15.6**	**792**	**19.2**	**497**	**12.1**	**872**	**21.2**	**796**	**19.3**	**3600**	**87.4**
	TOTAL		798	19.4	926	22.5	548	13.3	961	23.3	879	21.4	4116	100
7	Inadequate funding affects health services in my college and this leads to poor quality of serves to the students	Principal official	**11**	**0.3**	**9**	**0.2**	**2**	**0.1**	**7**	**0.2**	**7**	**0.1**	**36**	**0.9**
		Ministry of Education	**86**	**2.1**	**81**	**2.0**	**15**	**0.4**	**30**	**0.7**	**28**	**0.7**	**240**	**5.8**
		Deans	**24**	**0.6**	**16**	**0.4**	**03**	**0.1**	**10**	**0.2**	**09**	**0.2**	**60**	**1.5**
		H O Ds	**75**	**1.8**	**83**	**2.0**	**8**	**0.2**	**6**	**0.1**	**08**	**0.2**	**180**	**4.4**
		Students	**877**	**21.3**	**1760**	**42.8**	**597**	**14.3**	**187**	**4.5**	**179**	**4.3**	**3600**	**87.4**
	TOTAL		1073	26.1	1949	47.4	625	15.2	240	5.8	221	5.4	4116	100
8	Enough funds improved the standard of the college clinic and other facilities within the health service. This motivated health personnel to work	Principal official	**12**	**0.3**	**9**	**0.2**	-	-	**8**	**0.2**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**89**	**2.1**	**73**	**1.8**	**10**	**0.2**	**34**	**0.8**	**34**	**0.8**	**240**	**5.8**
		Deans	**22**	**0.5**	**18**	**0.4**	**04**	**0.1**	**12**	**0.3**	**4**	**0.1**	**60**	**1.5**
		H O Ds	**73**	**1.8**	**85**	**2.1**	**5**	**0.1**	**9**	**0.2**	**8**	**0.2**	**180**	**4.4**
		Students	**921**	**22.4**	**1167**	**28.4**	**187**	**4.5**	**523**	**12.7**	**602**	**14.6**	**3600**	**87.4**
	TOTAL		1117	27.1	1352	32.8	206	5.0	586	14.2	655	15.9	4116	100
9	Sufficient funds encourages training and re-training of health officers inform of study leave, seminar and workshop in my college	Principal official	**11**	**0.3**	**12**	**0.3**	**03**	**0.1**	**5**	**0.1**	**6**	**0.20**	**36**	**0.9**
		Ministry of Education	**79**	**1.9**	**80**	**2.0**	**15**	**0.4**	**37**	**0.9**	**28**	**0.7**	**240**	**5.8**
		Deans	**20**	**0.5**	**20**	**0.5**	**03**	**0.1**	**11**	**0.3**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**65**	**1.6**	**73**	**1.7**	**8**	**0.2**	**16**	**0.4**	**18**	**0.4**	**180**	**4.4**
		Students	**613**	**14.9**	**865**	**21.0**	**404**	**9.8**	**873**	**21.2**	**945**	**23.0**	**3600**	**87.4**
	TOTAL		788	19.1	1050	25.5	433	10.5	942	22.9	1005	24.4	4116	100
10	Inadequate funding affects the training and re-training of health officers inform of study leave, seminar and workshop in my college	Principal official	**12**	**0.3**	**10**	**0.2**	**02**	**0.1**	**5**	**0.1**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**74**	**1.8**	**72**	**1.7**	**20**	**0.5**	**40**	**1.0**	**34**	**0.8**	**240**	**5.8**
		Deans	**18**	**0.4**	**20**	**0.5**	**04**	**0.1**	**10**	**0.2**	**08**	**0.2**	**60**	**1.5**
		H O Ds	**48**	**1.2**	**39**	**0.9**	**18**	**0.4**	**41**	**1.0**	**34**	**0.8**	**180**	**4.4**
		Students	**737**	**19.9**	**1807**	**43.9**	**337**	**8.2**	**423**	**10.3**	**296**	**7.2**	**3600**	**87.4**
	TOTAL		889	21.6	1948	47.3	381	9.3	519	12.6	379	9.2	4116	100

Table 4.3.1 indicates that 4116 of the stakeholders filled the administered questionnaire. The first statement aimed at finding out if shortage of funds could affect provision of health facilities such as laboratories to carry out clinical tests in the college clinic Colleges of Legal and Islamic Studies in Nigeria. The data obtained revealed that 548 (13.3%) and 297 (7.2%) disagreed and strongly disagreed respectively with this statement. Four hundred and sixty-eight stakeholders representing 11.4% were undecided while 1719 (41.8%) and 1086 (26.4%) agreed and strongly agreed respectively with this statement. The submission of 2805 (68.2%) of the stakeholders confirmed that shortage of funds disallowed provision of health facilities such as laboratories so as to carry out clinical tests in clinics in the Colleges of Legal and Islamic Studies in Nigeria.

The views of the stakeholders were sought on statement item 2 if enough funds were provided to maintain clinic laboratory equipment for carrying out tests in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders sampled showed that 534 (12.7%) and 376 (9.1%) disagreed and strongly disagreed respectively to this statement. Two hundred and ninety-six stakeholders representing 7.2% were undecided while 1847 (44.9%) and 1066 (25.9%) agreed and strongly disagreed with this statement. This implies that 2913 (70.8%) affirmed that there is enough funds to maintain Laboratory equipment for carrying out clinical tests in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were investigated on statement item 3 if shortage of funds affects provision of students' health services because students usually leave their college to their various homes if they are sick. Opinions of the stakeholders showed that 724 (17.6%) and 217 (5.3%) disagreed and strongly

disagreed respectively to this statement. Two hundred and sixty-eight stakeholders representing 6.5% were undecided while 2284 (55.5%) and 624 (15.2%) agreed and strongly agreed respectively with this statement. To this end, 2908 (70.7%) maintained that shortage of funds affects provision of students' health services in Colleges of Legal and Islamic Studies in Nigeria because students usually leave their college to their various homes if they are sick.

Statement item 4 investigated if adequate funds are provided for proper maintenance of college environment against Malaria and other diseases in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders showed that 1970 (47.9%) and 872 (21.2%) disagreed and strongly disagreed respectively to this statement. Two hundred and forty-three stakeholders representing 5.9% were undecided while 670 (16.3%) and 361 (8.8%) agreed and strongly agreed respectively with this statement. The stance taken by 2842 (69.1%) stakeholders confirmed that adequate funds are provided for proper maintenance of college environment against Malaria and other diseases in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 5 found out if insufficient funds could affect provision of drugs to clinic in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders indicated that 566 (13.8%) and 308 (7.4%) disagreed and strongly disagreed respectively to this statement. Four hundred and thirty-eight stakeholders representing 10.6% were undecided while 1745 (42.4%) and 1068 (26.0%) agreed and strongly agreed respectively with this statement. Based on the opinions of 2813 (68.4%) of the stakeholders, it can be affirmed that insufficient funds affects provision of drugs to clinics in Colleges of Legal and Islamic Studies in Nigeria. This could result to poor state of health of the students.

Statement item 6 sought the views of stakeholders on provision of enough funds for the maintenance of clinics in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders revealed that 916 (23.3%) and 879 (21.4%) disagreed and strongly disagreed respectively to this statement. Five hundred and forty-eight stakeholders representing 13.3% were undecided while 920 (22.5%) and 798 (19.4%) agreed and strongly agreed respectively with this statement. This implies that 1840 (44.7%) of the stakeholders disagreed that there was enough provision of fund for the maintenance of clinics in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 7 expressed the opinions of stakeholders on inadequate of funds affecting health services in clinics of Colleges of Legal and Islamic Studies in Nigeria and could lead to poor quality of services to the students. Opinions of the stakeholders showed that 240 (5.8%) and 221 (5.4%) disagreed and strongly disagreed respectively to this statement. Six hundred and twenty-five stakeholders representing 15.2% were undecided while 1949 (47.4%) and 1073 (26.1%) agreed and strongly agreed respectively with this statement. The submission of 3022 (73.5%) stakeholders agreed with the statement that inadequate funding could affects health services in clinics of Colleges of Legal and Islamic Studies in Nigeria and could lead to poor quality of services to the students.

The opinions of the stakeholders were sought on statement item 8 if enough funds could improve the standard clinics and other facilities in Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the field revealed that 586 (14.2%) and 655 (15.9%) disagreed and strongly disagreed respectively to this statement. Two hundred and six stakeholders representing 5.0% were undecided while 1352 (55.5%)

and 1117 (27.1%) agreed and strongly disagreed respectively with this statement. A cursory look at the opinions of respondents 2469 (59.9%) showed that enough funds could improve the standard clinics and other facilities in Colleges of Legal and Islamic Studies in Nigeria this motivates personnel to work.

The opinions of the stakeholders to statement item 9 were sought on if sufficient of funds could encourage training and retaining of health officers inform of study leave, seminars and workshops in Colleges of Legal and Islamic Studies in Nigeria. Data obtained indicated that 942 (22.9%) and 1005 (24.4%) respondents disagreed and strongly disagreed respectively to this statement. Four hundred and thirty-three stakeholders representing 10.5% were undecided while 1050 (25.5%) and 788 (19.1%) agreed and strongly agreed respectively with this statement. Looking at the data obtained, 1947 (47.3%) respondents agreed that sufficient funds encourages training and retaining of health officers inform of study leave, seminars and workshops in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 10 found out if inadequate funds could affect the training and re-training of health officers inform of study leave, seminars and workshops in Colleges of Legal and Islamic Studies in Nigeria. Data gathered showed that 519 (12.6%) and 379 (9.2%) disagreed and strongly disagreed respectively to this statement. Three hundred and eighty-one stakeholders representing 9.3% were undecided while 1948 (47.3%) and 889 (21.6%) agreed and strongly agreed respectively with the statement. Based on the opinions of 2837 (68.9%) respondents, it has been confirmed that inadequate funds affects the training and re-training of health officers inform of study leave, seminars and workshops in Colleges of Legal and Islamic Studies in Nigeria.

4.3.2 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Accommodation Services in Colleges of Legal and Islamic Studies in Nigeria

This section presents opinions of the stakeholders to statement items that addressed impact of funding on the provision and management of accommodation services provided in Colleges of Legal and Islamic Studies in Nigeria. Ten items in the question that are related to this section (i.e. 11 to 20) were administered to the stakeholders and their responses were collated on statistical coding sheets. The data generated were subjected to descriptive statistic (Percentage) using IBM/SPSS 20.0 Window Version and Table 4.3.2 gives details below:

Table 4.3.2: Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Accommodation Services in Colleges of Legal and Islamic Studies in Nigeria

S/ No	Item Statement	Respondents	SA		A		U		D		SD		TOTAL	
	Accommodation		F	%	F	%	F	%	F	%	F	%	F	%
11	Inadequate funding affects the provision of accommodation in my college. This makes students to adopt day system which eventually affects their academic performance	Principal official	**10**	**0.2**	**10**	**0.2**	**3**	**0.1**	**7**	**0.2**	**6**	**0.2**	**36**	**0.9**
		Ministry of Education	**80**	**2.0**	**87**	**2.1**	**15**	**0.4**	**37**	**0.8**	**21**	**0.5**	**240**	**5.8**
		Deans	**20**	**0.5**	**18**	**0.4**	**04**	**0.1**	**10**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**53**	**1.3**	**46**	**1.1**	**20**	**0.5**	**36**	**0.8**	**25**	**0.6**	**180**	**4.4**
		Students	**1846**	**44.8**	**1375**	**33.4**	**261**	**6.3**	**97**	**2.4**	**21**	**0.5**	**3600**	**87.4**
	TOTAL		2009	48.4	1536	37.3	303	7.4	187	4.5	81	1.2	4116	100
12	Sufficient of funds makes provision of adequate and comfortable accommodation easier to the students in my college	Principal official	**4**	**0.1**	**6**	**0.2**	**3**	**0.1**	**12**	**0.3**	**11**	**0.2**	**36**	**0.9**
		Ministry of Education	**31**	**0.7**	**37**	**0.8**	**10**	**0.2**	**84**	**2.2**	**83**	**2.1**	**240**	**5.8**
		Deans	**10**	**0.2**	**8**	**0.2**	**04**	**0.1**	**18**	**0.4**	**20**	**0.5**	**60**	**1.5**
		H O Ds	**33**	**0.7**	**28**	**0.6**	**15**	**0.4**	**46**	**1.1**	**58**	**1.4**	**180**	**4.4**
		Students	**489**	**11.9**	**665**	**16.2**	**464**	**11.3**	**1181**	**28.7**	**801**	**19.5**	**3600**	**87.4**
	TOTAL		567	13.8	744	18.1	496	12.0	1341	32.6	973	23.6	4116	100
13	Shortages of funds affects facilities provided in the college hostel which are grossly inadequate to meet the needs of the over-crowded population. This makes students to look for alternative treatment outside the college	Principal official	**9**	**0.2**	**12**	**0.3**	**2**	**0.1**	**7**	**0.2**	**7**	**0.1**	**36**	**0.9**
		Ministry of Education	**82**	**1.9**	**83**	**2.0**	**20**	**0.5**	**35**	**0.8**	**20**	**0.5**	**240**	**5.8**
		Deans	**23**	**0.6**	**21**	**0.5**	**3**	**0.1**	**6**	**0.2**	**7**	**0.2**	**60**	**1.5**
		H O Ds	**57**	**1.4**	**48**	**1.1**	**12**	**0.3**	**29**	**0.7**	**34**	**0.8**	**180**	**4.4**
		Students	**1360**	**33.0**	**1175**	**28.5**	**283**	**6.9**	**396**	**9.6**	**386**	**9.3**	**3600**	**87.4**
	TOTAL		1531	37.2	1339	32.5	320	7.8	473	11.5	454	11.0	4116	100
14	Sufficient of funds encourages the renovation of students' rooms, reduces accommodation problem for the students	Principal official	**9**	**0.2**	**10**	**0.2**	**3**	**0.1**	**8**	**0.2**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**83**	**2.0**	**87**	**2.1**	**25**	**0.6**	**23**	**0.5**	**22**	**0.5**	**240**	**5.8**
		Deans	**21**	**0.5**	**19**	**0.4**	**4**	**0.1**	**8**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**52**	**1.3**	**63**	**1.5**	**17**	**0.4**	**25**	**0.6**	**23**	**0.5**	**180**	**4.4**
		Students	**993**	**24.1**	**1007**	**24.5**	**534**	**12.9**	**694**	**16.8**	**372**	**9.0**	**3600**	**87.4**
	TOTAL		1158	28.1	1186	28.8	583	14.2	758	18.4	431	10.5	4116	100
15	Shortages of funds incapacitated the management of my college to provide accommodation for students and this affects them in the academic pursuit in the college	Principal official	**10**	**0.2**	**08**	**0.2**	**3**	**0.1**	**7**	**0.1**	**8**	**0.2**	**36**	**0.9**
		Ministry of Education	**85**	**2.1**	**81**	**2.0**	**20**	**0.5**	**31**	**0.8**	**23**	**0.6**	**240**	**5.8**
		Deans	**18**	**0.4**	**20**	**0.5**	**3**	**0.1**	**9**	**0.2**	**10**	**0.2**	**60**	**1.5**
		H O Ds	**64**	**1.6**	**32**	**0.8**	**15**	**0.4**	**34**	**0.8**	**35**	**0.8**	**180**	**4.4**
		Students	**797**	**19.3**	**1245**	**30.2**	**476**	**11.6**	**589**	**14.3**	**493**	**11.9**	**3600**	**87.4**
	TOTAL		974	23.7	1396	33.9	517	12.6	670	16.3	568	13.8	4116	100
16	Inadequate funding affects the expansion of residential halls in my college. This leads to overcrowding. Epidemic outbreak and any other accommodation hazards	Principal official	**11**	**0.3**	**9**	**0.2**	**3**	**0.1**	**7**	**0.2**	**5**	**0.1**	**36**	**0.9**
		Ministry of Education	**93**	**2.3**	**67**	**1.6**	**23**	**0.6**	**31**	**0.8**	**26**	**0.6**	**240**	**5.8**
		Deans	**19**	**0.4**	**21**	**0.5**	**5**	**0.1**	**8**	**0.2**	**7**	**0.2**	**60**	**1.5**
		H O Ds	**63**	**1.5**	**41**	**1.0**	**6**	**0.1**	**36**	**0.9**	**34**	**0.8**	**180**	**4.4**
		Students	**689**	**16.7**	**1351**	**32.8**	**289**	**7.0**	**667**	**16.2**	**604**	**14.7**	**3600**	**87.4**
	TOTAL		875	21.3	1489	36.2	326	7.9	749	18.2	677	16.4	4116	100
17	Enough funds are provided by the government/proprietor in my college for the building of accommodation in the colleges to improve student's academic performance.	Principal official	**6**	**0.1**	**7**	**0.2**	**3**	**0.1**	**10**	**0.2**	**10**	**0.2**	**36**	**0.9**
		Ministry of Education	**25**	**0.6**	**28**	**0.7**	**17**	**0.4**	**87**	**2.1**	**83**	**2.0**	**240**	**5.8**
		Deans	**8**	**0.2**	**11**	**0.2**	**3**	**0.1**	**16**	**0.4**	**24**	**0.6**	**60**	**1.5**
		H O Ds	**35**	**0.9**	**32**	**0.8**	**8**	**0.2**	**52**	**1.2**	**53**	**1.3**	**180**	**4.4**
		Students	**531**	**12.9**	**681**	**16.5**	**394**	**9.6**	**1231**	**29.9**	**763**	**18.5**	**3600**	**87.4**
	TOTAL		605	14.7	759	18.4	425	10.3	1397	33.9	934	22.7	4116	100
18	Shortage of funds encouraged day system by the management. This affects student mutual relationship in the college	Principal official	**12**	**0.3**	**10**	**0.2**	**02**	**0.1**	**7**	**0.2**	**5**	**0.1**	**36**	**0.9**
		Ministry of Education	**89**	**2.2**	**83**	**2.0**	**20**	**0.5**	**25**	**0.6**	**23**	**0.5**	**240**	**5.8**
		Deans	**23**	**0.5**	**24**	**0.5**	**03**	**0.1**	**4**	**0.1**	**6**	**0.1**	**60**	**1.5**
		H O Ds	**51**	**1.2**	**56**	**1.3**	**9**	**0.2**	**33**	**0.9**	**31**	**0.8**	**180**	**4.4**
		Students	**1201**	**29.1**	**1780**	**43.2**	**269**	**6.5**	**217**	**5.3**	**133**	**3.2**	**3600**	**89.4**
	TOTAL		1376	33.4	1953	47.4	303	7.4	286	6.9	198	4.8	4116	100
19	Insufficient funds affects the provision of good accommodation to my college by the management. This makes students look for alternatives accommodation elsewhere	Principal official	**10**	**0.2**	**12**	**0.3**	**02**	**0.1**	**5**	**0.1**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**83**	**2.0**	**87**	**2.1**	**15**	**0.4**	**30**	**0.7**	**25**	**0.6**	**240**	**5.8**
		Deans	**23**	**0.5**	**17**	**0.4**	**3**	**0.1**	**10**	**0.2**	**10**	**0.2**	**60**	**1.5**
		H O Ds	**54**	**1.3**	**51**	**1.2**	**10**	**0.2**	**30**	**0.8**	**35**	**0.9**	**180**	**4.4**
		Students	**1017**	**24.7**	**1214**	**29.5**	**383**	**9.3**	**538**	**13.7**	**448**	**10.8**	**3600**	**87.4**
	TOTAL		1187	28.8	1381	33.5	413	10.0	613	14.9	525	12.8	4116	100
20	Adequate funds are provided by both government / proprietor and management for the building and renovation of students accommodation in my college. This gives room for better academic performance of the students	Principal official	**8**	**0.2**	**12**	**0.3**	**2**	**0.1**	**5**	**0.1**	**9**	**0.2**	**36**	**0.9**
		Ministry of Education	**78**	**1.9**	**89**	**2.2**	**15**	**0.4**	**26**	**0.6**	**32**	**0.8**	**240**	**5.8**
		Deans	**16**	**0.4**	**24**	**0.6**	**3**	**0.1**	**8**	**0.2**	**11**	**0.3**	**60**	**1.5**
		H O Ds	**87**	**2.1**	**71**	**`.7**	**8**	**0.2**	**7**	**0.2**	**7**	**0.2**	**180**	**4.4**
		Students	**863**	**20.9**	**1354**	**32.9**	**525**	**14.2**	**487**	**11.8**	**311**	**7.6**	**3600**	**87.4**
	TOTAL		1052	25.6	1550	37.6	613	14.9	533	12.9	370	8.9	4116	100

Table 4.3.2 shows that 4116 of the stakeholders filled the questionnaire. Statement item 11 aimed at finding out if inadequate funds could affect the provision of accommodation in Colleges of Legal and Islamic Studies in Nigeria. The data obtained from the field revealed that 187 (4.5%) and 81 (1.2%) disagreed and strongly disagreed respectively with this statement. Three hundred and three stakeholders representing 7.4% were undecided while 1536 (37.3%) and 2009 (48.4%) agreed and strongly agreed respectively with this statement. The submission of 3545 (85.7%) stakeholders confirmed that inadequate funding affects the provision of accommodation in Colleges of Legal and Islamic Studies in Nigeria. This makes students to adopt day system which eventually affects their academic performance.

The opinions of the stakeholders were sought on statement item 12 if sufficient funds could make provision of adequate and comfortable accommodation easier to the students in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders showed that 1341 (32.6%) and 973 (23.6%) disagreed and strongly disagreed respectively to this statement. Four hundred and ninety-six stakeholders representing 12.0% were undecided while 744 (18.1%) and 567 (13.8%) agreed and strongly disagreed with this statement. This implies that 2314 (56.2%) respondents disagreed that sufficient funds could make provision of adequate and comfortable accommodation easier to the students in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were investigated on statement item 13 if shortage of funds could affect facilities provided in the hostels and they are grossly inadequate to meet the needs of the over-crowded students' populace in Colleges of Legal and Islamic Studies in Nigeria. Field observations from the stakeholders shows

that 473 (11.5%) and 454 (11.0%) disagreed and strongly disagreed respectively to this statement. Three hundred and twenty stakeholders representing 7.8% were undecided while 1339 (32.5%) and 1531 (37.2%) agreed and strongly agreed respectively with this statement. Based on the opinions of 2870 (69.7%) respondents, it has affirmed that shortage of funds affects facilities provided in the hostels which are grossly inadequate to meet the needs of the over-crowded students' populace in Colleges of Legal and Islamic Studies in Nigeria. This makes students to look for alternative accommodation outside the college.

Statement item 14 investigated if sufficient funds could encourage the renovation of students' rooms in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders showed that 758 (18.4%) and 431(10.5%) disagreed and strongly disagreed respectively to this statement. Five hundred and eighty-three stakeholders representing 14.2% were undecided while 1186 (28.8%) and 1158 (28.1%) agreed and strongly agreed respectively with this statement. The stance taken by 2344 (56.9%) stakeholders confirmed that sufficient of funds encourages the renovation of students' rooms in Colleges of Legal and Islamic Studies in Nigeria. However, it reduces students' accommodation problems.

Statement item 15 attempted to find out if shortage of funds could incapacitate the management of Colleges of Legal and Islamic Studies in Nigeria in the provision of accommodation for students. Opinions of the stakeholders indicated that 670 (16.3%) and 568 (13.8%) disagreed and strongly disagreed respectively to this statement. Five hundred and seventeen stakeholders representing 12.6% were undecided while 1396 (33.9%) and 974 (23.7%) agreed and strongly agreed respectively with this statement. Based on the opinions of 2370 (57.6%) stakeholders,

it has been affirmed that shortage of funds incapacitates the management of Colleges of Legal and Islamic Studies in Nigeria in the provision of accommodation for students and this affect them in the academic pursuit in colleges.

Statement item 16 sought the opinions of stakeholders on how inadequate funding could affect the expansion of residential halls in the Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the field revealed that 749 (18.2%) and 677 (16.4%) disagreed and strongly disagreed respectively to this statement. Three hundred and twenty-six stakeholders representing 7.9% were undecided while 1489 (36.2%) and 875 (21.3%) agreed and strongly agreed respectively with the statement. This implies that 2364 (57.5%) of the stakeholders agreed that inadequate funding affects the expansion of residential halls in Colleges of Legal and Islamic Studies in Nigeria. This leads to overcrowding, break of epidemic and any other accommodation hazards.

Statement item 17 expressed the opinions of stakeholders on if enough funds are provided by the government/proprietor to Colleges of Legal and Islamic Studies in Nigeria for the building of accommodation in their various Colleges. Responses of the stakeholders showed that 1397 (33.9%) and 934 (22.7%) disagreed and strongly disagreed respectively to the statement. Four hundred and twenty-five stakeholders representing 10.3% were undecided while 759 (18.4%) and 605 (14.7%) agreed and strongly agreed respectively with this statement. The opinions of 2331 (56.6%) stakeholders disagreed that enough funds are provided by the government/proprietor to Colleges of Legal and Islamic Studies in Nigeria for the building of accommodation in their various Colleges.

The opinions of the stakeholders were found out on statement item 18 if shortage of funds could encourage day system by the management of Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the field revealed that 286 (6.9%) and 198 (4.8%) disagreed and strongly disagreed respectively to this statement. Three hundred and three stakeholders representing 7.4% were undecided while 1953 (47.4%) and 1376 (33.4%) agreed and strongly agreed respectively with this statement. An empirical study of the opinions of the 3329 (80.8%) respondents showed that shortage of funds encourages day system by the management of Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders on statement item 19 were investigated on if insufficient funds could affect the provision of good accommodation to Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the field indicated that 613 (14.9%) and 525 (12.8%) disagreed and strongly disagreed respectively to this statement. Four hundred and thirteen stakeholders representing 10.0% were undecided while 1381 (33.5%) and 1187 (28.8%) agreed and strongly agreed respectively with this statement. Looking at the data obtained, it can be concluded that 2568 (62.3%) agreed that insufficient funding affects the provision of good accommodation to Colleges of Legal and Islamic Studies in Nigeria. This makes students to look for alternative accommodation outside the campus.

Statement item 20 aimed found if adequate of funds are provided by both government/proprietor and management for the building and renovation of students accommodation in Colleges of Legal and Islamic Studies in Nigeria. Field investigation gathered showed that 533 (12.9%) and 370 (8.9%) disagreed and strongly disagreed respectively to this statement. Six hundred and thirteen

stakeholders representing 14.9% were undecided while 1550 (37.6%) and 1052 (25.6%) agreed and strongly agreed respectively with this statement. Based on the opinions of 2602 (63.2%) stakeholders, it has been confirmed that adequate of funds are provided by both government/proprietor and management for the building and renovation of students accommodation in Colleges of Legal and Islamic Studies in Nigeria. This gives room for better performance of the students.

4.3.3 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Security Services in Colleges of Legal and Islamic Studies in Nigeria

This section described opinions of the stakeholders to statements that addressed impact of funding on the provision and management of security services provided in Colleges of Legal and Islamic Studies in Nigeria. Ten question items in are related to this section (i.e. 21 to 30) were administered to the stakeholders and their responses were collated on statistical coding sheets. The data generated were subjected to descriptive statistic (Percentage) using IBM/SPSS 20.0 Window Version and table 4.3.3 gives detailed analysis.

Table 4.3.3: Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Security Services in Colleges of Legal and Islamic Studies in Nigeria

S/ No	Item Statements	Respondents	SA		A		U		D		SD		TOTAL	
	Security Services		**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
21	Enough funds enables security men to be involved in active patrolling, surveillance and maintenance of law and order assignments in the college. This make the live and properties of the students more secured	Principal official	**10**	**0.2**	**8**	**0.2**	**4**	**0.1**	**6**	**0.1**	**8**	**0.2**	**36**	**0.9**
		Ministry of Education	**78**	**1.9**	**65**	**1.6**	**22**	**0.6**	**40**	**0.9**	**35**	**0.8**	**240**	**5.8**
		Deans	**19**	**0.4**	**20**	**0.5**	**3**	**0.1**	**10**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**53**	**1.3**	**41**	**1.0**	**15**	**0.4**	**35**	**0.8**	**36**	**0.9**	**180**	**4.4**
		Students	**1286**	**31.2**	**1493**	**36.3**	**270**	**6.6**	**378**	**9.2**	**173**	**4.2**	**3600**	**87.4**
	TOTAL		1446	35.1	1627	39.5	314	7.6	469	11.4	252	6.1	4116	100
22	Inadequate funding affects the recruiting more personnel in the college. This allows the intruders to be freely within the campus	Principal official	**13**	**0.3**	**12**	**0.2**	**0**	**0**	**7**	**0.2**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**89**	**2.2**	**68**	**1.7**	**15**	**0.4**	**25**	**0.6**	**43**	**1.0**	**240**	**5.8**
		Deans	**18**	**0.4**	**22**	**0.5**	**2**	**0.1**	**10**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**52**	**1.3**	**35**	**0.9**	**18**	**0.4**	**41**	**1.0**	**34**	**0.8**	**180**	**4.4**
		Students	**1174**	**28.5**	**1588**	**38.6**	**225**	**5.5**	**187**	**4.5**	**428**	**10.4**	**3600**	**87.4**
	TOTAL		1348	32.7	1725	41.9	260	6.3	270	6.6	519	12.6	4116	100
23	Sufficient funds helps the security unit to train their personnel with well equipped and fight all sorts of crimes. This makes my college environment secured for academic activities	Principal official	**9**	**0.2**	**12**	**0.3**	**2**	**0.1**	**7**	**0.1**	**7**	**0.1**	**36**	**0.9**
		Ministry of Education	**83**	**2.0**	**82**	**1.9**	**20**	**0.5**	**35**	**0.8**	**20**	**0.5**	**240**	**5.8**
		Deans	**23**	**0.6**	**21**	**0.5**	**3**	**0.1**	**6**	**0.1**	**7**	**0.1**	**60**	**1.5**
		H O Ds	**55**	**1.3**	**50**	**1.2**	**11**	**0.2**	**30**	**0.8**	**34**	**0.8**	**180**	**4.4**
		Students	**836**	**20.3**	**1249**	**30.3**	**366**	**8.9**	**479**	**11.6**	**670**	**16.3**	**3600**	**87.4**
	TOTAL		1006	24.4	1414	34.4	402	9.8	557	15.5	738	17.9	4116	100
24	Insufficient sufficient funds to the security unit promotes all forms of social maladies such as cultism,. Examination malpractices, stealing and other are pronounced in the college	Principal official	**10**	**0.2**	**9**	**0.2**	**2**	**0.1**	**8**	**0.2**	**7**	**0.1**	**36**	**0.9**
		Ministry of Education	**85**	**2.0**	**85**	**2.0**	**15**	**0.4**	**28**	**0.6**	**27**	**0.6**	**240**	**5.8**
		Deans	**19**	**0.4**	**21**	**0.5**	**4**	**0.1**	**8**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**54**	**1.3**	**61**	**1.4**	**15**	**0.4**	**25**	**0.6**	**25**	**0.6**	**180**	**4.4**
		Students	**1336**	**32.5**	**1243**	**30.2**	**190**	**4.6**	**552**	**13.4**	**822**	**20.0**	**3600**	**87.4**
	TOTAL		1504	36.5	1419	34.5	226	5.5	613	14.9	889	21.6	4116	100
25	Adequate funds encourages good security network within the college campus. This make campus a free democratic settlement	Principal official	**10**	**0.2**	**8**	**0.2**	**3**	**0.1**	**7**	**0.1**	**8**	**0.2**	**36**	**0.9**
		Ministry of Education	**83**	**2.0**	**81**	**1.9**	**23**	**0.6**	**31**	**0.7**	**23**	**0.6**	**240**	**5.8**
		Deans	**18**	**0.4**	**20**	**0.5**	**3**	**0.1**	**9**	**0.2**	**10**	**0.2**	**60**	**1.5**
		H O Ds	**64**	**1.4**	**32**	**0.7**	**15**	**0.4**	**34**	**0.8**	**35**	**0.8**	**180**	**4.4**
		Students	**1497**	**36.3**	**1048**	**25.4**	**319**	**7.8**	**614**	**14.9**	**122**	**3.0**	**3600**	**87.4**
	TOTAL		1672	40.6	1189	28.9	363	8.8	695	16.9	198	4.8	4116	100
26	Sufficient funds by government / proprietor enables the college to train and re-training their security men. This improves the quality of services rendered to the college	Principal official	**8**	**0.2**	**12**	**0.3**	**2**	**0.1**	**6**	**0.1**	**8**	**0.2**	**36**	**0.9**
		Ministry of Education	**82**	**2.0**	**85**	**2.2**	**10**	**0.2**	**32**	**0.7**	**31**	**0.7**	**240**	**5.8**
		Deans	**22**	**0.5**	**18**	**0.4**	**3**	**0.1**	**9**	**0.2**	**10**	**0.2**	**60**	**1.5**
		H O Ds	**73**	**1.6**	**76**	**1.8**	**6**	**0.1**	**13**	**0.3**	**14**	**0.4**	**180**	**4.4**
		Students	**1343**	**32.6**	**1271**	**30.8**	**282**	**6.9**	**479**	**11.6**	**225**	**5.5**	**3600**	**87.4**
	TOTAL		1528	37.1	1462	35.5	303	7.4	539	13.1	288	7.0	4116	100
27	Insufficient funds affects security services provided by my college. This makes most of the facilities to be unsafe	Principal official	**10**	**0.2**	**11**	**0.3**	**2**	**0.1**	**8**	**0.2**	**5**	**0.1**	**36**	**0.9**
		Ministry of Education	**80**	**1.9**	**79**	**1.9**	**23**	**0.6**	**36**	**0.8**	**22**	**0.6**	**240**	**5.8**
		Deans	**18**	**0.4**	**18**	**0.4**	**04**	**0.1**	**10**	**0.2**	**10**	**0.2**	**60**	**1.5**
		H O Ds	**48**	**1.2**	**51**	**1.2**	**20**	**0.5**	**24**	**0.6**	**37**	**0.8**	**180**	**4.4**
		Students	**698**	**16.9**	**790**	**19.2**	**460**	**11.2**	**1063**	**25.8**	**589**	**14.3**	**3600**	**87.4**
	TOTAL		854	20.7	949	23.1	509	12.4	1141	27.7	665	16.1	4116	100
28	Shortage of funds affects the provision of security gadgets to protect school facilities	Principal official	**11**	**0.3**	**10**	**0.2**	**3**	**0.1**	**6**	**0.2**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**87**	**2.2**	**80**	**1.9**	**5**	**0.1**	**38**	**0.8**	**37**	**0.8**	**240**	**5.8**
		Deans	**20**	**0.5**	**20**	**0.5**	**2**	**0.1**	**10**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**60**	**1.5**	**44**	**1.1**	**12**	**0.3**	**31**	**0.7**	**33**	**0.7**	**180**	**4.4**
		Students	**1229**	**29.8**	**1369**	**33.3**	**408**	**9.9**	**382**	**9.3**	**212**	**5.2**	**3600**	**87.4**
	TOTAL		1407	34.2	1523	37.0	430	10.4	467	11.3	296	7.2	4116	100
29	Enough funds are provided to recruit abled and qualified security personnel. This makes security network more reliable in the college	Principal official	**5**	**0.1**	**6**	**0.1**	**2**	**0.1**	**12**	**0.3**	**11**	**0.3**	**36**	**0.9**
		Ministry of Education	**22**	**0.5**	**35**	**0.8**	**18**	**0.4**	**82**	**1.9**	**83**	**2.0**	**240**	**5.8**
		Deans	**7**	**0.2**	**7**	**0.2**	**2**	**0.1**	**20**	**0.5**	**24**	**0.6**	**60**	**1.5**
		H O Ds	**34**	**0.8**	**29**	**0.7**	**12**	**0.3**	**49**	**1.1**	**56**	**1.4**	**180**	**4.4**
		Students	**370**	**9.0**	**429**	**10.4**	**460**	**11.2**	**1413**	**34.3**	**928**	**22.5**	**3600**	**87.4**
	TOTAL		438	10.6	506	12.3	494	12.0	1576	38.3	1102	26.8	4116	100
30	Insufficient funds affects the payment of security allowances, such as overtime, hazard etc. This reduces the morale of the personnel	Principal official	**11**	**0.3**	**10**	**0.2**	**3**	**0.1**	**5**	**0.1**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**85**	**2.1**	**82**	**2.0**	**10**	**0.2**	**37**	**0.9**	**26**	**0.6**	**240**	**5.8**
		Deans	**18**	**0.4**	**19**	**0.4**	**05**	**0.1**	**10**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**51**	**1.2**	**48**	**1.2**	**18**	**0.4**	**34**	**0.8**	**28**	**0.7**	**180**	**4.4**
		Students	**1033**	**25.1**	**1013**	**24.6**	**372**	**9.0**	**698**	**16.9**	**484**	**11.8**	**3600**	**87.4**
	TOTAL		1198	29.1	1172	28.5	408	9.9	784	19.0	553	13.4	4116	100

Table 4.3.3 above indicated that 4116 of the stakeholders filled the self-developed questionnaire administered. Statement item 21 aimed at finding out if enough funds could enable security men to be involved in active patrolling, surveillance and maintenance of law and order assignment in the Colleges of Legal and Islamic Studies in Nigeria. The data obtained revealed that 469 (11.4%) and 252 (6.1%) disagreed and strongly disagreed respectively with this statement. Three hundred and fourteen stakeholders representing 7.6% were undecided while 1446 (35.1%) and 1627 (39.5%) agreed and strongly agreed respectively with this statement. The opinions of 3073 (74.6%) stakeholders confirmed that enough funds would enable security men to be involved in active patrolling, surveillance and maintenance of law and order assignment in the Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were sought on statement item 22 if inadequate funding could affect the recruitment of more personnel in the Colleges of Legal and Islamic Studies in Nigeria. The opinions of the stakeholders sampled showed that 270 (6.6%) and 519 (12.6%) disagreed and strongly disagreed respectively to this statement. Two hundred and sixty stakeholders representing 6.3% were undecided while 1725 (41.9%) and 1348 (32.7%) agreed and strongly disagreed with this statement. This implies that 3073 (74.6%) opinions of the stakeholders affirmed that inadequate of funds affects the recruitment of more personnel in the Colleges of Legal and Islamic Studies in Nigeria. This allows intruders to enter the campus.

The opinions of the stakeholders were investigated on statement item 23 on if sufficient funds could help the security unit to train their personnel and well equipped

to fight all sorts of crimes in the Colleges of Legal and Islamic Studies in Nigeria. Field data from the stakeholders showed that 557 (15.5%) and 738 (17.9%) disagreed and strongly disagreed respectively to this statement. Four hundred and two stakeholders representing 9.8% were undecided while 1414 (34.4%) and 1006 (24.4%) agreed and strongly agreed respectively with this statement. Based on the opinions of 2420 (58.8%), it can be maintained that sufficient funds helps the security unit to train their personnel with well equipped and fight all sorts of crimes in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 24 investigated if insufficient fund to the security unit could promote all forms of social maladies such as cultism, examination malpractices in Colleges of Legal and Islamic Studies in Nigeria. Field information obtained from the stakeholders showed that 613 (14.9%) and 899 (21.6%) disagreed and strongly disagreed respectively to this statement. Two hundred and twenty-six stakeholders representing 5.5% were undecided while 1419 (34.5%) and 1504 (36.5%) agreed and strongly agreed respectively with this statement. The stance taken by 2923 (71.0%) stakeholders confirmed that insufficient fund to the security unit will promote all forms of social maladies such as cultism, examination malpractices in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 25 found out if adequate of funds could encourage good security network within the College campus. Opinions of the stakeholders indicated that 695 (16.9%) and 198 (4.8%) disagreed and strongly disagreed respectively to this statement. Three hundred and sixty-three stakeholders representing 8.8% were undecided while 1189 (28.9%) and 1672 (40.6%) agreed and strongly agreed respectively with this statement. Based on the opinions of 2861 (69.5%) of the

stakeholders, it has been affirmed that adequate of funds encourages good security network within the College campus. This makes campus a free democratic settlement.

Statement item 26 sought the opinions of stakeholders on whether provision of sufficient of funds by government/proprietor could enable the Colleges of Legal and Islamic Studies in Nigeria to train and retrain their security men. Information obtained from the field revealed that 539 (13.1%) and 288 (7.0%) disagreed and strongly disagreed respectively to this statement. Three hundred and three stakeholders representing 7.4% were undecided while 1462 (35.5%) and 1528 (51.1%) agreed and strongly agreed respectively with this statement. This implies that 2990 (86.6%) of the stakeholders agreed that sufficient of funds by government/proprietor will enable the Colleges of Legal and Islamic Studies in Nigeria to train and retrain their security men.

Statement item 27 expressed the opinions of stakeholders on how insufficient of funds affects security services provided by the Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders showed that 1141 (27.7%) and 663 (16.1%) disagreed and strongly disagreed respectively to this statement. Five hundred and nine stakeholders representing 12.4% were undecided while 949 (23.1%) and 854 (20.7%) agreed and strongly agreed respectively with this statement. The submission of 1803 (43.8%) stakeholders agreed with this statement that insufficient of funds affects security services provided by the Colleges of Legal and Islamic Studies in Nigeria. This makes most of the facilities to be unsafe.

The opinions of the stakeholders were sought on statement item 28 if shortage of funds could affect the provision of security gadgets to protect school facilities in Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the field

revealed that 467 (11.3%) and 296 (7.2%) disagreed and strongly disagreed respectively to this statement. Four hundred and thirty stakeholders representing 10.4% were undecided while 1523 (37.0%) and 1407 (34.2%) agreed and strongly disagreed respectively with this statement. Base on the opinions of 2930 (71.2%) stakeholders, it has been maintained that shortage of funds could affect the provision of security gadgets to protect school facilities in Colleges of Legal and Islamic Studies in Nigeria. This makes security network more reliable in the college.

The opinions of the stakeholders on statement item 29 were investigated on if enough funds are provided to recruit able and qualified security personnel in Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the responses of the stakeholders indicates that 1576(38.3%) and 1102 (26.8%) disagreed and strongly disagreed respectively to this statement. Four hundred and ninety-four stakeholders representing 12.0% were undecided while 506 (12.3%) and 438 (10.6%) agreed and strongly agreed respectively with this statement. Looking at the data obtained, it can be concluded that 2678 (65.1%) respondents disagreed that enough funds are provided to recruit abled and qualified security personnel in Colleges of Legal and Islamic Studies in Nigeria. If provided its makes security network more reliable in the college.

Statement item 30 found out if inadequate of funds could affect the payment of security allowances, such as overtime in Colleges of Legal and Islamic Studies in Nigeria. Field investigation gathered shows that t84 (19.0%) and 553 (13.4%) disagreed and strongly disagreed respectively to this statement. Four hundred and eighty stakeholders representing 9.3% were undecided while 1172 (28.5%) and 1198 (29.1%) agreed and strongly agreed respectively with this statement. Based on the opinions of 2370 (57.6%) respondents, it has been confirmed that inadequate of funds

could affect the payment of security allowances, such as overtime, hazard etc in Colleges of Legal and Islamic Studies in Nigeria. This reduces the morale of the punishment.

4.3.4 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Building/Common Room in Colleges of Legal and Islamic Studies in Nigeria

This section presents the opinions of the stakeholders to statement items that addressed impact of funding on the provision and management of school building provided in Colleges of Legal and Islamic Studies in Nigeria. Ten items in the question items that are related to this section (i.e. 31 to 40) were administered to the stakeholders and their responses were collated on statistical coding sheets. The data generated were subjected to descriptive statistic (Percentage) using IBM/SPSS 20.0 Window Version and table 4.3.4 gives detailed analysis.

Table 4.3.4: Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Building/Common Room in Colleges of Legal and Islamic Studies in Nigeria

S/ No	Item Statements	Responders	SA		A		U		D		SD		TOTAL	
	School Building		**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
31	Insufficient funds from the government / proprietor affects the structures of the building such as lecture rooms, lecture theater hall, staff accommodation in the college. This makes teaching and learning very difficult for the students	Principal official	**11**	**0.3**	**9**	**0.2**	**2**	**0.1**	**8**	**0.2**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**87**	**2.3**	**80**	**2.0**	**10**	**0.2**	**32**	**0.8**	**31**	**0.8**	**240**	**5.8**
		Deans	**20**	**0.5**	**20**	**0.5**	**3**	**0.1**	**10**	**0.2**	**9**	**0.2**	**60**	**1.5**
		H O Ds	**76**	**1.8**	**81**	**2.0**	**7**	**0.1**	**8**	**0.2**	**7**	**0.1**	**180**	**4.4**
		Students	**982**	**23.9**	**1278**	**31.0**	**401**	**9.7**	**450**	**10.9**	**489**	**11.9**	**3600**	**87.4**
	TOTAL		1176	28.6	1468	35.7	423	10.3	508	12.3	542	13.2	4116	100
32	Parents Teachers Association (PTA) assists in the provision of enough funds for the development of physical facilities such as building of lecture rooms, libraries, laboratories in the college. This has improved the availability of lecture rooms and other facilities	Principal official	**5**	**0.1**	**8**	**0.2**	**3**	**0.1**	**12**	**0.3**	**10**	**0.2**	**36**	**0.9**
		Ministry of Education	**25**	**0.6**	**35**	**0.8**	**18**	**0.4**	**83**	**2.0**	**79**	**1.9**	**240**	**5.8**
		Deans	**8**	**0.2**	**12**	**0.3**	**2**	**0.1**	**18**	**0.4**	**22**	**0.5**	**60**	**1.5**
		H O Ds	**9**	**0.2**	**7**	**0.2**	**6**	**0.1**	**89**	**2.3**	**68**	**1.7**	**180**	**4.4**
		Students	**394**	**9.6**	**387**	**9.4**	**301**	**7.3**	**1154**	**28.0**	**1364**	**33.1**	**3600**	**87.4**
	TOTAL		441	10.7	449	10.9	330	8.0	1243	30.2	1543	37.5	4116	100
33	Enough funds from ETF and the government / proprietor enables my college to carryout maintenance and repairs of school facilities. This has improved academic standard of the students	Principal official	**11**	**0.3**	**10**	**0.2**	**2**	**0.1**	**7**	**0.2**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**83**	**2.0**	**75**	**1.8**	**20**	**0.5**	**35**	**0.9**	**27**	**0.7**	**240**	**5.8**
		Deans	**20**	**0.5**	**19**	**0.4**	**4**	**0.1**	**12**	**0.3**	**5**	**0.1**	**60**	**1.5**
		H O Ds	**70**	**1.8**	**80**	**2.0**	**15**	**0.4**	**8**	**0.2**	**7**	**0.2**	**180**	**4.4**
		Students	**1253**	**30.4**	**1005**	**24.4**	**659**	**16.0**	**265**	**6.4**	**418**	**10.2**	**3600**	**87.4**
	TOTAL		1437	34.9	1185	28.9	700	17.0	327	7.9	463	11.2	4116	100
34	Inadequate funding affects the renovation of the collapsed facilities in the college	Principal official	**9**	**0.2**	**6**	**0.1**	**5**	**0.1**	**9**	**0.2**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**65**	**1.5**	**70**	**1.6**	**20**	**0.5**	**49**	**1.2**	**36**	**0.8**	**240**	**5.8**
		Deans	**9**	**0.2**	**11**	**0.3**	**2**	**0.1**	**18**	**0.4**	**20**	**0.5**	**60**	**1.5**
		H O Ds	**36**	**0.9**	**32**	**0.8**	**20**	**0.5**	**45**	**1.0**	**47**	**1.1**	**180**	**4.4**
		Students	**689**	**16.7**	**783**	**19.0**	**483**	**11.7**	**822**	**20.0**	**823**	**20.0**	**3600**	**87.4**
	TOTAL		808	19.6	902	21.9	530	12.9	943	22.9	933	22.7	4116	100
35	Enough funds from the government / proprietor from time to time encourages renovation and replacement of damaged facilities. This encourages good students academic performance	Principal official	**5**	**0.1**	**7**	**0.2**	**6**	**0.1**	**10**	**0.2**	**10**	**0.2**	**36**	**0.9**
		Ministry of Education	**43**	**1.0**	**25**	**0.6**	**15**	**0.4**	**68**	**1.7**	**89**	**2.2**	**240**	**5.8**
		Deans	**8**	**0.2**	**10**	**0.2**	**2**	**0.1**	**22**	**0.5**	**18**	**0.4**	**60**	**1.5**
		H O Ds	**34**	**0.8**	**41**	**1.0**	**18**	**0.4**	**35**	**0.9**	**52**	**1.3**	**180**	**4.4**
		Students	**382**	**9.3**	**592**	**14.4**	**361**	**8.8**	**1145**	**27.8**	**1120**	**27.2**	**3600**	**87.4**
	TOTAL		472	11.5	675	16.4	402	9.8	1280	31.9	1289	31.3	4116	100
36	Shortage of funds affects good relationship between community and the management of my college, and the progress of the college in terms of school facilities such as building of classrooms, hostel accommodation etc	Principal official	**8**	**0.2**	**10**	**0.2**	**4**	**0.1**	**8**	**0.2**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**75**	**1.8**	**68**	**1.7**	**20**	**0.5**	**42**	**1.0**	**35**	**0.8**	**240**	**5.8**
		Deans	**20**	**0.5**	**18**	**0.4**	**4**	**0.1**	**10**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**45**	**1.1**	**45**	**1.1**	**20**	**0.5**	**34**	**0.8**	**36**	**0.8**	**180**	**4.4**
		Students	**973**	**23.6**	**1162**	**28.2**	**487**	**11.8**	**598**	**14.5**	**380**	**9.2**	**3600**	**87.4**
	TOTAL		1121	27.2	1303	31.7	535	13.0	692	16.8	465	11.2	4116	100
37	Sufficient funds are provided for maintenance of the available school facilities such as payment of ligt bills, provision of stand-by generator and good water supply etc	Principal official	**7**	**0.2**	**8**	**0.2**	**2**	**0.1**	**7**	**0.2**	**10**	**0.2**	**36**	**0.9**
		Ministry of Education	**28**	**0.7**	**30**	**0.7**	**15**	**0.4**	**81**	**2.0**	**86**	**2.2**	**240**	**5.8**
		Deans	**9**	**0.2**	**10**	**0.2**	**3**	**0.1**	**16**	**0.4**	**24**	**0.6**	**60**	**1.5**
		H O Ds	**14**	**0.3**	**13**	**0.3**	**8**	**0.2**	**75**	**1.8**	**70**	**1.5**	**180**	**4.4**
		Students	**579**	**14.1**	**689**	**16.7**	**365**	**8.9**	**1281**	**31.1**	**686**	**16.7**	**3600**	**87.4**
	TOTAL		637	15.5	750	18.2	393	9.5	1462	35.5	876	21.3	4116	100
38	Shortage of funds affects the regular payment of contractors that handled the college building facilities. This affects the quick completion of the project	Principal official	**12**	**0.3**	**10**	**0.2**	**2**	**0.1**	**5**	**0.1**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**87**	**2.1**	**75**	**1.9**	**10**	**0.2**	**34**	**0.8**	**34**	**0.8**	**240**	**5.8**
		Deans	**20**	**0.5**	**20**	**0.5**	**4**	**0.1**	**12**	**0.3**	**4**	**0.1**	**60**	**1.5**
		H O Ds	**75**	**1.9**	**83**	**2.1**	**5**	**0.1**	**9**	**0.2**	**8**	**0.2**	**180**	**4.4**
		Students	**986**	**24.0**	**732**	**17.8**	**265**	**6.4**	**995**	**24.2**	**722**	**17.5**	**3600**	**87.4**
	TOTAL		1061	25.8	920	22.4	286	6.9	1055	25.6	775	18.8	4116	100
39	Adequate funds are regularly provided for equipping the building facilities with ICT commutations such as computers, internet, cybercafé, telex, e-mail, radio and television, etc in the college.	Principal official	**11**	**0.3**	**12**	**0.3**	**3**	**0.1**	**5**	**0.1**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**79**	**1.9**	**80**	**2.0**	**15**	**0.4**	**37**	**0.9**	**28**	**0.7**	**240**	**5.8**
		Deans	**20**	**0.5**	**20**	**0.5**	**3**	**0.1**	**11**	**0.3**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**65**	**1.6**	**73**	**1.7**	**8**	**0.2**	**16**	**0.4**	**18**	**0.4**	**180**	**4.4**
		Students	**964**	**23.4**	**832**	**20.2**	**338**	**8.2**	**578**	**14.0**	**888**	**21.6**	**3600**	**87.4**
	TOTAL		1139	27.6	1017	24.7	367	8.9	647	15.7	948	23.0	4116	100
40	Shortage of funds affects the provision of lecture rooms teaching communication gadgets such as PowerPoint, public address system into these buildings.	Principal official	**11**	**0.3**	**11**	**0.3**	**2**	**0.1**	**6**	**0.1**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**73**	**1.7**	**73**	**1.7**	**20**	**0.5**	**38**	**0.9**	**36**	**0.8**	**240**	**5.8**
		Deans	**18**	**0.4**	**18**	**0.4**	**4**	**0.1**	**10**	**0.2**	**10**	**0.2**	**60**	**1.5**
		H O Ds	**48**	**1.2**	**39**	**0.9**	**18**	**0.4**	**41**	**1.0**	**34**	**0.8**	**180**	**4.4**
		Students	**593**	**14.4**	**562**	**13.7**	**128**	**3.1**	**1214**	**29.5**	**1103**	**26.8**	**3600**	**87.4**
	TOTAL		743	18.1	703	17.1	172	4.2	1309	31.3	1189	28.9	4116	100

Table 4.3.4 above indicated that 4116 of the stakeholders responded to the self-developed questionnaire administered. Statement item 31 aimed at finding out if insufficient funds from the government/proprietor could affect the structure of the building such as Lecture rooms, Lecture theaters, halls, staff accommodation in Colleges of Legal and Islamic Studies in Nigeria. The data obtained revealed that 5508 (12.3%) and 542 (13.2%) disagreed and strongly disagreed respectively with this statement. Four hundred and twenty-three stakeholders representing 10.3% were undecided while 1468 (35.7%) and 1176 (28.6%) agreed and strongly agreed respectively with this statement. The opinions of 2644 (64.3%) stakeholders confirmed that insufficient funds from the government/proprietor affects the structure of the building such as Lecture rooms, Lecture theaters, halls, staff accommodation in Colleges of Legal and Islamic Studies in Nigeria. This makes teaching and learning very difficult for the students.

The opinions of the stakeholders were sought on statement items 32 on if Parents Teacher Association (PTA) assists in the provision of enough funds for the development of physical facilities such as building of Lecture rooms, libraries, laboratories etc in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders sampled revealed that 1243 (30.2%) and 1543 (37.5%) disagreed and strongly disagreed respectively to this statement. Three hundred and thirty stakeholders representing 8.0% were undecided while 449 (10.9%) and 441 (10.7%) agreed and strongly disagreed with this statement. This implies that 2786 (67.7%) stakeholders disagreed that Parents Teacher Association (PTA) assists in the provision of enough funds for the development of physical facilities such as building of Lecture rooms, libraries, laboratories etc in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were investigated on statement item 33 on if enough funds from ETF and the government/proprietor could enable Colleges of Legal and Islamic Studies in Nigeria to carry out maintenance and repairs of school facilities. Field observations from the stakeholders showed that 327 (7.9%) and 463 (11.2%) disagreed and strongly disagreed respectively to this statement. Seven hundred stakeholders representing 17.0% were undecided while 1185 (28.9%) and 1437 (34.9%) agreed and strongly agreed respectively with this statement. With 2622 (63.8%) opinions of the stakeholders, it has been affirmed that enough funds from ETF and the government/proprietor will enable Colleges of Legal and Islamic Studies in Nigeria to carry out maintenance and repair of school facilities. This would improve academic standard of the students.

Statement item 34 investigated if inadequate funds could affect the renovation of the collapsed structures in the Colleges of Legal and Islamic Studies in Nigeria. Field information obtained from the stakeholders showed that 943 (22.9%) and 933 (22.7%) disagreed and strongly disagreed respectively to this statement. Five hundred and thirty stakeholders representing 12.9% were undecided while 902 (21.9%) and 908 (19.8%) agreed and strongly agreed respectively with this statement. The stance taken by 1876 (45.6%) stakeholders confirmed that inadequate funds can affect the renovation of the collapsed facilities in the Colleges of Legal and Islamic Studies in Nigeria.

Statement item 35 found find out if enough funds from the government/proprietor from time to time could encourage renovation and replacement of damaged facilities in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders indicated that 1280 (31.9%) and 1289 (31.3%) disagreed and

strongly disagreed respectively to this statement. Four hundred and two stakeholders representing 9.8% were undecided while 675 (16.4%) and 472 (11.5%) agreed and strongly agreed respectively with this statement. Considering the opinions of 2569 (63.2%) of the stakeholders it can affirmed that enough funds from the government/proprietor from time to time encourages renovation and replacement of damaged facilities in Colleges of Legal and Islamic Studies in Nigeria. This could encourage students' academic performance.

Statement item 36 sought the opinions of stakeholders on if shortage of funds affects good relationship between community and the management of Colleges of Legal and Islamic Studies in Nigeria, the progress of the college in form of school facilities such as building of classroom, hostels accommodation etc. Information obtained from the field revealed that 692 (16.8%) and 465 (11.2%) disagreed and strongly disagreed respectively to this statement. Five hundred and thirty-five stakeholders representing 13.0% were undecided, while 1303 (31.7%) and 1121 (27.2%) agreed and strongly agreed respectively with the statement. This implies that 2424 (58.9%) of the stakeholders agreed that shortage of funds affects good relationship between community and the management of Colleges of Legal and Islamic Studies in Nigeria, the progress of the college in form of school facilities such as building of classroom, hostels accommodation etc.

Statement item 37 expressed the opinions of stakeholders on if sufficient funds are provided for maintenance of the available school facilities such as payment of electricity bills, provision of stand-by generator and good water supply etc. in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders showed that 1462 (35.5%) and 876 (21.3%) disagreed and strongly disagreed respectively to this statement. Three hundred and ninety-three stakeholders representing 9.5% were undecided while 750 (18.2%) and 637 (15.5%) agreed and

strongly agreed respectively with this statement. The opinions of 2338 (56.8%) stakeholders agreed with the statement that sufficient funds are provided for maintenance of the available school facilities such as payment of electricity bills, provision of stand-by generator and good water supply etc. in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were sought out on statement item 38 on if shortage of funds could affect the regular payment of contractors that handled the college building facilities in Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the field revealed that 1055 (25.6%) and 775 (18.8%) disagreed and strongly disagreed respectively to this statement. Two hundred and eighty-six stakeholders representing 6.9% were undecided while 920 (22.4%) and 1061 (25.8%) agreed and strongly disagreed respectively with this statement. A cursory look at the opinions of 1981 (48.2%) stakeholders maintained that shortage of funds affects the regular payment of contractors that handled the college building facilities in Colleges of Legal and Islamic Studies in Nigeria. This could affect the quick completion of the project.

The opinions of the stakeholders to statement item 39 were investigated on if adequate funds are regularly provided for equipping the building facilities with ICT communications such as Computers, Internet, Cyber café, Telex, e-mail, Radio and Television in Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the opinions of the stakeholders indicated that 647 (15.7%) and 948 (23.0%) disagreed and strongly disagreed respectively to this statement. Three hundred and sixty-seven stakeholders representing 8.9% were undecided while 1017 (24.7%) and 1139 (27.6%) agreed and strongly agreed respectively with this statement. Looking at the data obtained, it is obvious that 2156 (52.3%) agreed that adequate funds are regularly provided for equipping the building facilities with ICT communications

such as Computers, Internet, Cyber café, Telex, e-mail, Radio and Television in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 40 found out if shortage of funds affects the provision of Lecture rooms and teaching communication gadgets such as Power point public address system into these building in Colleges of Legal and Islamic Studies in Nigeria. Field data gathered showed that 1309 (31.8%) and 1189 (28.9%) disagreed and strongly disagreed respectively to this statement. One hundred and seventy-two stakeholders representing 4.2% were undecided while 703 (17.1%) and 743 (18.1%) agreed and strongly agreed respectively with this statement. Based on opinions of 2498 (60.7%) stakeholders, it has been confirmed that shortage of funds are affects the provision of Lecture rooms and teaching communication gadgets such as Power point public address system into these building in Colleges of Legal and Islamic Studies in Nigeria.

4.3.5 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Transportation Services in Colleges of Legal and Islamic Studies in Nigeria

This section presents opinions of the stakeholders on statement items that addressed impact of funding on the provision and management of transportation services provided in Colleges of Legal and Islamic Studies in Nigeria. Ten question items in that are related to this section (i.e. 41 to 50) were administered to the stakeholders and their opinions were collated on statistical coding sheets. The data generated were subjected to descriptive statistic (Percentage) using IBM/SPSS 20.0 Window Version and table 4.3.5 gives detailed analysis.

Table 4.3.5: Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Transportation Services in Colleges of Legal and Islamic Studies in Nigeria

S/ No	Item Statements	Respondents	SA		A		U		D		SD		TOTAL	
			F	%	F	%	F	%	F	%	F	%	F	%
41	Inadequate funding affects the proper maintenance of the college school buses. This makes the intral and inter service of these buses very difficult	Principal official	**12**	**0.3**	**8**	**0.2**	**2**	**0.1**	**8**	**0.2**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**87**	**2.1**	**80**	**2.0**	**10**	**0.2**	**37**	**0.9**	**26**	**0.6**	**240**	**5.8**
		Deans	**23**	**0.6**	**17**	**0.4**	**3**	**0.1**	**11**	**0.3**	**8**	**0.3**	**60**	**1.5**
		H O Ds	**76**	**1.8**	**82**	**2.1**	**8**	**0.2**	**7**	**0.2**	**7**	**0.2**	**180**	**4.4**
		Students	**1190**	**28.9**	**1230**	**29.9**	**440**	**10.7**	**489**	**11.9**	**251**	**6.1**	**3600**	**87.4**
	TOTAL		1388	33.7	1417	34.4	463	11.2	552	13.4	298	7.2	4116	100
42	Enough funds are provided by the government / proprietor for the provision and management of transport facilities free movement from one point of lecture to another	Principal official	**5**	**0.1**	**8**	**0.2**	**3**	**0.1**	**12**	**0.3**	**10**	**0.2**	**36**	**0.9**
		Ministry of Education	**25**	**0.6**	**35**	**0.8**	**18**	**0.4**	**83**	**2.0**	**79**	**1.9**	**240**	**5.8**
		Deans	**8**	**0.2**	**12**	**0.3**	**2**	**0.1**	**18**	**0.4**	**22**	**0.5**	**60**	**1.5**
		H O Ds	**7**	**0.2**	**9**	**0.2**	**6**	**0.1**	**89**	**2.2**	**68**	**1.7**	**180**	**4.4**
		Students	**331**	**8.0**	**470**	**11.4**	**267**	**6.5**	**1345**	**32.7**	**1187**	**28.8**	**3600**	**87.4**
	TOTAL		376	9.1	534	12.7	296	7.2	1547	37.6	1366	33.2	4116	100
43	Inadequate funding encourages motor cycle businesses which brings about insecurity within the campus	Principal official	**13**	**0.3**	**8**	**0.2**	**2**	**0.1**	**5**	**0.1**	**8**	**0.2**	**36**	**0.9**
		Ministry of Education	**82**	**2.0**	**76**	**1.8**	**15**	**0.4**	**35**	**0.9**	**32**	**0.8**	**240**	**5.8**
		Deans	**21**	**0.5**	**18**	**0.4**	**4**	**0.1**	**12**	**0.3**	**5**	**0.1**	**60**	**1.5**
		H O Ds	**70**	**1.8**	**80**	**2.0**	**12**	**0.3**	**10**	**0.2**	**8**	**0.2**	**180**	**4.4**
		Students	**1139**	**27.7**	**1401**	**34.0**	**220**	**5.3**	**670**	**16.3**	**170**	**4.1**	**3600**	**87.4**
	TOTAL		1325	32.2	1583	38.5	253	6.1	732	17.8	223	5.4	4116	100
44	Insufficient of funds to buy buses increases introduction of motorcycle business within the campus hinders free movement from one place to others	Principal official	**6**	**0.1**	**10**	**0.2**	**5**	**0.1**	**7**	**0.2**	**8**	**0.2**	**36**	**0.9**
		Ministry of Education	**36**	**0.9**	**38**	**0.9**	**20**	**0.5**	**73**	**1.8**	**73**	**1.8**	**240**	**5.8**
		Deans	**8**	**0.2**	**12**	**0.3**	**2**	**0.1**	**18**	**0.4**	**20**	**0.5**	**60**	**1.5**
		H O Ds	**47**	**1.1**	**43**	**1.0**	**22**	**0.5**	**32**	**0.8**	**36**	**0.9**	**180**	**4.4**
		Students	**241**	**5.9**	**546**	**13.3**	**189**	**4.6**	**1661**	**40.4**	**963**	**23.4**	**3600**	**87.4**
	TOTAL		361	8.8	670	16.3	243	5.9	1791	43.5	1100	26.7	4116	100
45	Shortage of funds affects proper management of transportation services for school or department within the college	Principal official	**10**	**0.2**	**11**	**0.3**	**5**	**0.1**	**7**	**0.2**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**85**	**2.2**	**72**	**1.7**	**12**	**0.3**	**28**	**0.7**	**43**	**1.0**	**240**	**5.8**
		Deans	**22**	**0.5**	**18**	**0.4**	**2**	**0.1**	**10**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**52**	**1.3**	**40**	**1.0**	**15**	**0.4**	**39**	**0.9**	**34**	**0.8**	**180**	**4.4**
		Students	**1371**	**33.3**	**1229**	**29.8**	**282**	**6.9**	**432**	**10.5**	**286**	**6.9**	**3600**	**87.4**
	TOTAL		1540	37.4	1370	34.0	318	7.7	516	13.0	377	9.0	4116	100
46	Enough funds promotes effective monitoring of the transportation services by the committee constituted in my college	Principal official	**8**	**0.2**	**7**	**0.2**	**3**	**0.1**	**8**	**0.2**	**10**	**0.2**	**36**	**0.9**
		Ministry of Education	**38**	**0.8**	**39**	**0.9**	**20**	**0.5**	**65**	**1.6**	**78**	**1.9**	**240**	**5.8**
		Deans	**8**	**0.2**	**10**	**0.2**	**4**	**0.1**	**20**	**0.5**	**18**	**0.4**	**60**	**1.5**
		H O Ds	**36**	**0.9**	**34**	**0.8**	**20**	**0.5**	**43**	**1.1**	**47**	**1.2**	**180**	**4.4**
		Students	**682**	**16.6**	**635**	**15.4**	**261**	**5.2**	**1195**	**29.0**	**827**	**20.1**	**3600**	**87.4**
	TOTAL		772	18.8	725	17.6	308	7.5	1331	31.3	980	23.8	4116	100
47	Insufficient funds to provide transportation services by my college increases the fare charged by private transporters which is often too exorbitant	Principal official	**11**	**0.3**	**9**	**0.2**	**2**	**0.1**	**7**	**0.2**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**84**	**2.1**	**83**	**2.0**	**12**	**0.3**	**33**	**0.8**	**28**	**0.7**	**240**	**5.8**
		Deans	**22**	**0.6**	**18**	**0.4**	**3**	**0.1**	**10**	**0.2**	**9**	**0.2**	**60**	**1.5**
		H O Ds	**76**	**1.7**	**82**	**2.0**	**8**	**0.2**	**6**	**0.1**	**8**	**0.2**	**180**	**4.4**
		Students	**1518**	**36.8**	**1391**	**33.8**	**81**	**1.9**	**389**	**9.5**	**223**	**5.4**	**3600**	**87.4**
	TOTAL		1711	41.6	1583	38.5	106	2.6	445	10.8	275	6.7	4116	100
48	Enough funds to buy college buses by the government / proprietor encourages proper management and control of private transportation. This has created fear in the campus	Principal official	**8**	**0.2**	**7**	**0.2**	**2**	**0.1**	**9**	**0.2**	**10**	**0.2**	**36**	**0.9**
		Ministry of Education	**34**	**0.8**	**34**	**0.8**	**10**	**0.2**	**73**	**1.8**	**89**	**2.2**	**240**	**5.8**
		Deans	**4**	**0.1**	**12**	**0.3**	**04**	**0.1**	**18**	**0.4**	**22**	**0.5**	**60**	**1.5**
		H O Ds	**8**	**0.2**	**9**	**0.2**	**5**	**0.1**	**85**	**2.1**	**73**	**1.8**	**180**	**4.4**
		Students	**627**	**15.2**	**598**	**14.5**	**128**	**3.1**	**1506**	**36.5**	**941**	**22.9**	**3600**	**87.4**
	TOTAL		681	16.5	660	16.0	149	3.6	1691	41.1	1139	27.6	4116	100
49	Lack of funds affects transportation system in the college, making planning and management to be ineffective.	Principal official	**11**	**0.3**	**11**	**0.3**	**4**	**0.1**	**5**	**0.1**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**75**	**1.8**	**84**	**2.2**	**15**	**0.4**	**35**	**0.8**	**30**	**0.7**	**240**	**5.8**
		Deans	**20**	**0.5**	**22**	**0.5**	**3**	**0.1**	**9**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**66**	**1.6**	**72**	**1.7**	**8**	**0.2**	**18**	**0.4**	**16**	**0.4**	**180**	**4.4**
		Students	**882**	**21.4**	**777**	**18.9**	**392**	**9.5**	**783**	**18.9**	**766**	**18.6**	**3600**	**87.4**
	TOTAL		1054	25.6	966	23.5	422	10.3	850	20.7	828	20.1	4116	100
50	Enough funds from the government / proprietor encourages the management of my college to control over-standing in the campus. This encourages easy movement within the colleges	Principal official	**7**	**0.2**	**5**	**0.1**	**2**	**0.1**	**10**	**0.2**	**12**	**0.3**	**36**	**0.9**
		Ministry of Education	**34**	**0.8**	**40**	**1.0**	**20**	**0.5**	**72**	**1.7**	**74**	**1.8**	**240**	**5.8**
		Deans	**8**	**0.2**	**10**	**0.2**	**4**	**0.1**	**20**	**0.5**	**18**	**0.4**	**60**	**1.5**
		H O Ds	**34**	**0.8**	**41**	**1.0**	**18**	**0.4**	**39**	**0.9**	**48**	**1.2**	**180**	**4.4**
		Students	**583**	**14.2**	**628**	**15.3**	**201**	**4.9**	**1089**	**26.4**	**1101**	**26.7**	**3600**	**87.4**
	TOTAL		668	16.2	724	17.6	245	6.0	1224	29.8	1253	30.4	4116	100

Table 4.3.5 above indicated that 4116 of the stakeholders responded to the self-developed questionnaire administered. Statement item 41 aimed at finding out if inadequate funding could affect the proper maintenance of the college school bus in college clinic Colleges of Legal and Islamic Studies in Nigeria. The data obtained revealed that 552 (13.4%) and 298 (7.2%) disagreed and strongly disagreed respectively with this statement. Four hundred and sixty-three stakeholders representing 11.2% were undecided while 1417 (34.4%) and 1388 (33.7%) agreed and strongly agreed respectively with this statement. The opinions of 2805 (68.1%) of the stakeholders confirmed that inadequate funding affects the proper maintenance of the college school bus in college clinic Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were sought on statement item 42 on if enough funds were provided by the management/proprietor for the provision and management of transport facilities like motorcycles; buses etc which could facilitate free movement from one point of lecture room to another in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders sampled showed that 1547 (37.6%) and 1566 (33.2%) disagreed and strongly disagreed respectively to this statement. Two hundred and ninety-six stakeholders representing 7.2% were undecided while 534 (12.7%) and 376 (9.1%) agreed and strongly agreed with this statement. This implies that 3113 (70.8%) stakeholders disagreed with the statement that enough funds were provided by the management/proprietor for the provision and management of transport facilities like motorcycles; buses to facilitate free movement from one point of lecture to another in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were investigated on statement item 43 on if inadequate funding could encourage motor cycle businesses which may bring about insecurity within the campus in Colleges of Legal and Islamic Studies in Nigeria. Field observation from the stakeholders showed that 732 (17.8%) and 223 (5.4%) disagreed and strongly disagreed respectively to this statement. Two hundred and fifty-three stakeholders representing 6.1% were undecided while 1583 (38.5%) and 1325 (32.2%) agreed and strongly agreed respectively with this statement. With 2908 (70.7%) opinions of the stakeholders, it has been maintained that inadequate of funds could encourage motor cycle businesses which may bring about insecurity within the campus in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 44 investigated if insufficient funds to buy buses could increase introduction of motor cycle business within the campus as it promotes free movement from one place to another in Colleges of Legal and Islamic Studies in Nigeria. Field information obtained from the stakeholders showed that 1791 (43.5%) and 1100 (26.7%) disagreed and strongly disagreed respectively to this statement. Two hundred and forty-three stakeholders representing 5.9% were undecided while 670 (16.3%) and 361 (8.8%) agreed and strongly agreed respectively with this statement. The opinions 2842 (69.1%) stakeholders confirmed that insufficient funds to buy buses increases introduction of motor cycle business within the campus as it promotes free movement from one place to another in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 45 investigated on if enough funds could promote proper management of transportation services by the committee constituted in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders indicated that 516

(13.0%) and 377 (9.0%) disagreed and strongly disagreed respectively to this statement. Three hundred and eighteen stakeholders representing 7.7% were undecided while 1370 (34.0%) and 1540 (37.4%) agreed and strongly agreed respectively with this statement. Looking at the opinions one can deduce that 2910 (71.4%) of the stakeholders affirmed that enough funds promotes proper management of transportation services by the committee constituted in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 46 sought the opinions of stakeholders on whether shortage of funds could affect proper management of transportation services by the committee constituted in Colleges of Legal and Islamic Studies in Nigeria. Information obtained from the field revealed that 1331 (23.3%) and 980 (23.8%) disagreed and strongly disagreed respectively to this statement. Three hundred and eight stakeholders representing 7.5% were undecided while 725 (17.6%) and 772 (18.8%) agreed and strongly agreed respectively with this statement. This implies that 2311 (47.1%) stakeholders agreed that shortage of funds could affect proper management of transportation services by the committee constituted in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 47 expressed the opinions of stakeholders on whether insufficient funding to provide transportation services in Colleges of Legal and Islamic Studies in Nigeria and could increase the fare charged by private transporters which may be too exorbitant. Opinions of the stakeholders showed that 445 (10.8%) and 275 (6.7 %) disagreed and strongly disagreed respectively to this statement. One hundred and six stakeholders representing 2.6% were undecided while 1583 (38.5%) and 1711 (41.6%) agreed and strongly agreed respectively with this statement. The

opinions of 3294 (80.1%) stakeholders agreed with this statement that insufficient funds to provide transportation services in Colleges of Legal and Islamic Studies in Nigeria and could increase the fare charged by private transporters which may be too exorbitant.

The opinions of the stakeholders were sought on statement item 48 on if enough funds to buy college buses by the government/proprietor could encourage proper management and control of private transportation in Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the field revealed that 1691 (41.1%) and 1139 (27.6%) disagreed and strongly disagreed respectively to this statement. One hundred and forty-nine stakeholders representing 3.6% were undecided while 660 (16.0%) and 681 (16.5%) agreed and strongly disagreed respectively with this statement. A cursory look at the opinions 2830 (68.7%) stakeholders maintained that enough funds to buy college buses by the government/proprietor encourages proper management and control of private transportation in Colleges of Legal and Islamic Studies in Nigeria. This could create fair in the campus

The opinions of the stakeholders to statement item 49 were investigated on if enough funds could enhance transportation system in Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the responses of the stakeholders indicates that 850 (20.7%) and 828 (20.7%) disagreed and strongly disagreed respectively to this statement. Four hundred and twenty-two stakeholders representing 10.3% were undecided while 966 (23.5%) and 1054 (25.6%) agreed and strongly agreed respectively with this statement. Looking at the data obtained, it is seen that 2020 (49.1%) agreed that funds enhances transportation system in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 50 found out if enough funds from the government/proprietor could encourage the management of Colleges of Legal and Islamic Studies in Nigeria to control over-speeding in the campus. Field information gathered showed that 1224 (29.8%) and 1253 (30.4%) disagreed and strongly disagreed respectively to this statement. Two hundred and forty-five stakeholders representing 6.0% were undecided while 724 (17.6%) and 668 (16.2%) agreed and strongly agreed respectively with this statement. To this end, it is obvious that 2477 (60.2%) stakeholders disagreed that enough funds from the government/proprietor could encourage the management of Colleges of Legal and Islamic Studies in Nigeria to control over-speeding in the campus.

4.3.6 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Counselling Services in Colleges of Legal and Islamic Studies in Nigeria

This section described opinions of the stakeholders to statement items that addressed impact of funding on the provision and management of counselling services provided in Colleges of Legal and Islamic Studies in Nigeria. Ten question items related to this section (i.e. 51 to 60) were administered to the stakeholders and their opinions were collated on statistical coding sheets. The data generated were subjected to descriptive statistic (Percentage) using IBM/SPSS 20.0 Window Version and table 4.3.6 gives detailed analysis.

Table 4.3.6: Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Counselling Services in Colleges of Legal and Islamic Studies in Nigeria

S/ No	Item Statements	Respondents	SA		A		U		D		SD		TOTAL	
	Counseling Services		**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
51	Inadequate funding affects the Guidance and Counseling unit to contribute in moulding the lives of students. This affects the students academic performance	Principal official	**6**	**0.1**	**8**	**0.2**	**2**	**0.1**	**9**	**0.2**	**11**	**0.3**	**36**	**0.9**
		Ministry of Education	**28**	**0.7**	**34**	**0.8**	**15**	**0.4**	**76**	**1.8**	**87**	**2.1**	**240**	**5.8**
		Deans	**10**	**0.2**	**9**	**0.2**	**3**	**0.1**	**18**	**0.4**	**22**	**0.5**	**60**	**1.5**
		H O Ds	**10**	**0.2**	**11**	**0.3**	**8**	**0.2**	**83**	**2.0**	**68**	**1.8**	**180**	**4.4**
		Students	**465**	**11.3**	**320**	**7.8**	**424**	**10.3**	**1138**	**27.6**	**1253**	**30.4**	**3600**	**87.4**
	TOTAL		519	12.6	382	9.3	452	10.9	1324	32.2	1441	35/6	4116	100
52	Sufficient funds encourages the Guidance and Counseling unit to develop the potentials of the students in my college. This makes student to identify the dos and don'ts of the colleges	Principal official	**11**	**0.3**	**11**	**0.3**	-	-	**10**	**0.2**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**77**	**1.8**	**80**	**2.0**	**18**	**0.4**	**35**	**0.8**	**30**	**0.7**	**240**	**5.8**
		Deans	**20**	**0.5**	**20**	**0.5**	-	-	**14**	**0.4**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**71**	**1.6**	**86**	**2.3**	**4**	**0.1**	**10**	**0.2**	**8**	**0.2**	**180**	**4.4**
		Students	**787**	**19.1**	**823**	**20.0**	**296**	**7.2**	**852**	**20.7**	**842**	**20.5**	**3600**	**87.4**
	TOTAL		966	23.5	1020	24.8	318	7.7	921	22.4	894	21.7	4116	100
53	Enough funds are provided for guidance and Counseling Unit to carry out counseling services for the students such as choice of educational career, talks etc	Principal official	**6**	**0.1**	**8**	**0.2**	**2**	**0.1**	**10**	**0.2**	**11**	**0.3**	**36**	**0.9**
		Ministry of Education	**27**	**0.7**	**35**	**0.9**	**20**	**0.5**	**73**	**1.7**	**85**	**2.2**	**240**	**5.8**
		Deans	**7**	**0.2**	**10**	**0.2**	**4**	**0.1**	**18**	**0.4**	**21**	**0.5**	**60**	**1.5**
		H O Ds	**8**	**0.2**	**9**	**0.2**	**13**	**0.4**	**67**	**1.6**	**83**	**2.2**	**180**	**4.4**
		Students	**558**	**13.6**	**539**	**13.1**	**111**	**2.7**	**1170**	**28.4**	**1222**	**29.7**	**3600**	**87.4**
	TOTAL		606	14.7	601	14.6	150	3.6	1338	32.5	1422	34.5	4116	100
54	Insufficient funds affects the training and re-training of personnel to enhance productivities and major assignment of Guidance and Counseling Unit in moulding the character of individual students.	Principal official	**6**	**0.2**	**10**	**0.2**	**5**	**0.1**	**7**	**0.2**	**8**	**0.2**	**36**	**0.9**
		Ministry of Education	**70**	**1.7**	**71**	**1.8**	**20**	**0.5**	**38**	**0.9**	**41**	**1.0**	**240**	**5.8**
		Deans	**20**	**0.5**	**18**	**0.4**	**2**	**0.1**	**12**	**0.3**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**47**	**1.1**	**43**	**1.0**	**21**	**0.5**	**33**	**0.8**	**36**	**0.9**	**180**	**4.4**
		Students	**1139**	**27.7**	**1416**	**34.4**	**208**	**5.1**	**496**	**12.1**	**341**	**8.3**	**3600**	**87.4**
	TOTAL		1282	31.1	1558	37.9	258	6.2	586	14.2	434	10.5	4116	100
55	Adequate funds enables the Guidance and Counseling Unit to offer enough assistance to discover and consult in some of the social vices on campuses. This makes students to avoid any forms of social vices such cultism, etc	Principal official	**12**	**0.3**	**9**	**0.2**	**3**	**0.1**	**7**	**0.2**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**43**	**1.0**	**35**	**0.8**	**15**	**0.4**	**68**	**1.7**	**79**	**2.0**	**240**	**5.8**
		Deans	**8**	**0.2**	**10**	**0.2**	**2**	**0.1**	**22**	**0.5**	**18**	**0.4**	**60**	**1.5**
		H O Ds	**34**	**0.8**	**41**	**1.0**	**15**	**0.4**	**38**	**0.9**	**52**	**1.3**	**180**	**4.4**
		Students	**538**	**13.1**	**511**	**12.4**	**223**	**5.4**	**1440**	**35.0**	**888**	**21.6**	**3600**	**87.4**
	TOTAL		635	15.4	606	14.7	258	6.3	1575	38.3	1044	25.4	4116	100
56	Inadequate funding affects the Guidance and Counseling Unit to play a prevention role in anticipation of problem of the students and forestalls difficulties	Principal official	**10**	**0.2**	**8**	**0.2**	**4**	**0.1**	**6**	**0.1**	**8**	**0.2**	**36**	**0.9**
		Ministry of Education	**75**	**18.2**	**68**	**16.5**	**21**	**0.5**	**39**	**0.9**	**37**	**0.8**	**240**	**5.8**
		Deans	**18**	**0.4**	**18**	**0.4**	**4**	**0.1**	**12**	**0.4**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**50**	**1.2**	**43**	**1.0**	**16**	**0.4**	**34**	**0.8**	**36**	**0.7**	**180**	**4.4**
		Students	**1235**	**30.0**	**993**	**24.1**	**209**	**5.1**	**618**	**15.0**	**545**	**13.2**	**3600**	**87.4**
	TOTAL		1388	33.7	1130	27.5	254	6.2	709	17.2	634	15.4	4116	100
57	Enough funds allows Guidance and Counseling to organize counseling service for students on the students career talks. This makes students to identify their potentials and limitations	Principal official	**9**	**0.2**	**8**	**0.2**	**5**	**0.1**	**7**	**0.2**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**83**	**2.1**	**80**	**2.0**	**10**	**0.2**	**39**	**0.9**	**28**	**0.7**	**240**	**5.8**
		Deans	**21**	**0.5**	**17**	**0.4**	**5**	**0.1**	**10**	**0.2**	**9**	**0.2**	**60**	**1.5**
		H O Ds	**72**	**1.7**	**81**	**2.0**	**3**	**0.1**	**16**	**0.4**	**8**	**0.2**	**180**	**4.4**
		Students	**651**	**15.8**	**586**	**14.2**	**411**	**9.9**	**1195**	**29.0**	**757**	**18.4**	**3600**	**87.4**
	TOTAL		836	20.3	772	18.8	434	10.5	1260	30.6	809	19.7	4116	100
58	Shortage of funds affects Guidance and Counseling Unit in organizing educational counseling for students in the college. This will afford the students to know their area of specialization	Principal official	**10**	**0.2**	**10**	**0.2**	**3**	**0.1**	**6**	**0.1**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**82**	**2.0**	**80**	**2.0**	**8**	**0.2**	**36**	**0.8**	**34**	**0.8**	**240**	**5.8**
		Deans	**22**	**0.5**	**16**	**0.4**	**6**	**0.1**	**8**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**72**	**1.7**	**83**	**2.0**	**8**	**0.2**	**9**	**0.2**	**8**	**0.2**	**180**	**4.4**
		Students	**1271**	**30.9**	**846**	**20.6**	**269**	**6.5**	**586**	**14.2**	**628**	**15.3**	**3600**	**87.4**
	TOTAL		1457	35.4	1035	25.1	294	7.1	695	16.9	685	16.6	4116	100
59	Sufficient funds provided by the government / proprietor enables the Guidance and Counseling Unit to purchase all necessary documents and facilities needed for the counseling	Principal official	**11**	**0.3**	**9**	**0.2**	**2**	**0.1**	**8**	**0.2**	**6**	**0.1**	**36**	**0.9**
		Ministry of Education	**77**	**1.8**	**82**	**2.0**	**10**	**0.2**	**42**	**1.0**	**28**	**0.7**	**240**	**5.8**
		Deans	**20**	**0.4**	**20**	**0.4**	**3**	**0.1**	**10**	**0.2**	**9**	**0.2**	**60**	**1.5**
		H O Ds	**68**	**1.7**	**70**	**1.8**	**8**	**0.2**	**16**	**0.4**	**18**	**0.4**	**180**	**4.4**
		Students	**862**	**20.9**	**772**	**18.7**	**299**	**7.3**	**950**	**23.1**	**717**	**17.4**	**3600**	**87.4**
	TOTAL		1038	25.2	953	23.2	322	7.8	1626	24.9	778	18.9	4116	100
60	Parents participated in funding of Guidance and Counseling through contribution of money for the purchase of necessary materials. This makes students more conscious in there area of specialization	Principal official	**11**	**0.2**	**10**	**0.2**	**2**	**0.1**	**6**	**0.1**	**7**	**0.2**	**36**	**0.9**
		Ministry of Education	**72**	**1.7**	**74**	**1.8**	**20**	**0.5**	**40**	**1.0**	**34**	**0.8**	**240**	**5.8**
		Deans	**18**	**0.4**	**20**	**0.5**	**04**	**0.1**	**10**	**0.2**	**8**	**0.2**	**60**	**1.5**
		H O Ds	**48**	**1.2**	**29**	**0.9**	**18**	**0.4**	**41**	**1.0**	**34**	**0.8**	**180**	**4.4**
		Students	**486**	**11.8**	**522**	**12.6**	**117**	**2.8**	**1416**	**34.4**	**955**	**23.2**	**3600**	**87.4**
	TOTAL		635	15.4	665	16.2	161	3.9	1513	36.8	1038	25.2	4116	100

Table 4.3.6 indicated that 4116 of the stakeholders responded to the self-questionnaire administered. Statement item 51 found out if inadequate funding could affect Guidance and Counselling unit to contribute in moulding the lives of students in Colleges of Legal and Islamic Studies in Nigeria. The data obtained revealed that 1324 (32.2%) and 1441 (35.0%) disagreed and strongly disagreed respectively with this statement. Four hundred and fifty-two stakeholders representing 10.9% were undecided while 382 (9.3%) and 519 (12.6%) agreed and strongly agreed respectively with this statement. 2765 (67.2%) opinion of the stakeholders strongly agreed that inadequate funding affects Guidance and Counselling unit to contribute in moulding the lives of students in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were sought on statement item 52 on if sufficient of funds could encourage the Guidance and Counselling unit to develop the potentials of the students in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders sampled showed that 921 (22.4%) and 894 (21.7%) disagreed and strongly disagreed respectively to this statement. Three hundred and eighteen stakeholders representing 7.7% were undecided while 1020 (24.8%) and 966 (23.5%) agreed and strongly disagreed with this statement. This implies that 1986 (48.3%) stakeholders affirmed that sufficient funds encourages the Guidance and Counselling unit to develop the potentials of the students in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were investigated on statement item 53 on if enough funds were provided for Guidance and Counselling unit to carry out counseling services for the students such as choice of educational career, talks etc in Colleges of Legal and Islamic Studies in Nigeria. Field observations from the

stakeholders showed that 1338 (32.5%) and 1422 (34.5%) disagreed and strongly disagreed respectively to this statement. One hundred and fifty stakeholders representing 3.6% were undecided while 601 (14.6%) and 606 (14.7%) agreed and strongly agreed respectively with this statement. To this end, 2760 (67.0%) stakeholders disconfirmed that enough funds were provided for Guidance and Counselling unit to carry out counseling services for the students such as choice of educational career, talks etc in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 54 investigated if insufficient funds could affect the training and re-training of personnel to enhance productivity and major assignments of Guidance and Counselling unit in moulding of individual students in Colleges of Legal and Islamic Studies in Nigeria. Information obtained from the stakeholders showed that 586 (14.2%) and 434 (10.5%) disagreed and strongly disagreed respectively to this statement. Two hundred and fifty-eight stakeholders representing 6.2% were undecided while 1558 (37.9%) and 1282 (31.1%) agreed and strongly agreed respectively with this statement. The stance taken by 2840 (69.0%) opinions of the stakeholders confirmed that insufficient funds affects the training and re-training of personnel to enhance productivities and major assignment of Guidance and Counselling unit in moulding of individual students in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 55 sought the opinions of stakeholders on if adequate funds could enable the Guidance and Counselling unit to offer enough assistance to discover and counsel in some of the social vices on campuses in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders indicated that 1575 (38.3%) and 1044 (25.4%) disagreed and strongly disagreed respectively to this statement. Two hundred

and fifty-eight stakeholders representing 6.3% were undecided while 606 (14.7%) and 635 (15.4%) agreed and strongly agreed respectively with this statement. Considering the opinions 2619 (63.7%) of the stakeholders, it has been disaffirmed that fund provided could enable the Guidance and Counselling unit to offer enough assistance to discover and consult in some of the social vices on campuses in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 56 sought the opinions of stakeholders on whether inadequate funding could affect the Guidance and Counselling unit to play a prevention role in anticipation of problem of the students and forestalls difficulties in Colleges of Legal and Islamic Studies in Nigeria. Information obtained from the field revealed that 709 (17.2%) and 634879 (15.4%) disagreed and strongly disagreed respectively to this statement. two hundred and fifty-four stakeholders representing 13.3% were undecided while 1130 (27.5%) and 1388 (33.7%) agreed and strongly agreed respectively with this statement. This implies that 2518 (61.2%) opinions of the stakeholders agreed that inadequate funding that affects the Guidance and Counselling unit to play a prevention role in anticipation of problem of the students and forestalls difficulties in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 57 expressed the opinions of stakeholders on whether enough funds could allow Guidance and Counselling to organize counseling services for students on the students' career talks in Colleges of Legal and Islamic Studies in Nigeria. This would afford the students to identify their potentials and limitations. Opinions of the stakeholders showed that 1260 (30.6%) and 809 (19.7%) disagreed and strongly disagreed respectively to this statement. Four hundred and thirty-four stakeholders representing 10.5% were undecided while 772 (18.8%) and 836 (20.3%)

agreed and strongly agreed respectively with this statement. The opinions of 2069 (50.3%) stakeholders agreed with the statement that enough funds allows Guidance and Counselling to organize counseling services for students on the students' career talks in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders sought on statement item 58 on if shortage of funds could affect Guidance and Counselling unit in organizing educational counseling for students in the college in Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the field revealed that 695 (16.9%) and 685 (16.6%) disagreed and strongly disagreed respectively to this statement. Two hundred and ninety-four stakeholders representing 7.1% were undecided while 1035 (25.1%) and 1457 (35.4%) agreed and strongly disagreed respectively with this statement. A cursory look at the opinions 2492 (60.5%) stakeholders maintained that shortage of funds could affect Guidance and Counselling unit in organizing educational counseling for students in the college in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders to statement item 59 were investigated on if sufficient funds provided by the government/proprietor could enable the Guidance and Counselling unit to purchase all necessary documents and facilities for the counseling in Colleges of Legal and Islamic Studies in Nigeria. Data obtained from the opinions of the stakeholders indicated that 1026 (24.9%) and 778 (18.9%) disagreed and strongly disagreed respectively to this statement. Three hundred and twenty-two stakeholders representing 7.8% were undecided while 953 (23.2%) and 1038 (25.2%) agreed and strongly agreed respectively with this statement. Looking at the data obtained, it is obvious that 1991 (48.4%) agreed that sufficient funds

provided by the government/proprietor enables the Guidance and Counselling unit to purchase all necessary documents and facilities for the counseling in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 60 found out if Parents' Participation in funding of Guidance and Counselling through contribution of money for the purchase of necessary materials in Colleges of Legal and Islamic Studies in Nigeria. Field investigation showed that 1513 (36.8%) and 1038 (25.2%) disagreed and strongly disagreed respectively to this statement. One hundred and sixty-one stakeholders representing 3.9% were undecided while 665 (16.2%) and 635 (15.4%) agreed and strongly agreed respectively with this statement. The opinions of 2551 (62.0%) stakeholders disconfirmed that parents' participation in funding of Guidance and Counselling through contribution of money for the purchase of necessary materials in Colleges of Legal and Islamic Studies in Nigeria.

4.3.7 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Sporting Activities in Colleges of Legal and Islamic Studies in Nigeria

This section described opinions of the stakeholders on statement items that addressed impact of funding on the provision and management of sporting activities provided in Colleges of Legal and Islamic Studies in Nigeria. Ten question items in the related to this section (i.e. 61 to 70) were administered to the stakeholders and their opinions were collated on statistical coding sheets. The data generated were subjected to descriptive statistic (Percentage) using IBM/SPSS 20.0 Window Version and table 4.3.7 gives detailed analysis.

Table 4.3.7: Opinions of Stakeholders on Impact of Funding on the Provision and Management of Students Sporting Activities in Colleges of Legal and Islamic Studies in Nigeria

S/ No	Item Statements	Respondents	SA		A		U		D		SD		TOTAL	
			F	%	F	%	F	%	F	%	F	%	F	%
61	Sufficient funds are provided for students' athletic and games activities. This has led to discovery of hiding talents of the students	Principal official	5	0.1	5	0.1	2	0.1	12	0.3	12	0.3	36	0.9
		Ministry of Education	28	0.7	33	0.8	12	0.3	91	2.2	76	1.7	240	5.8
		Deans	9	0.2	11	0.2	2	0.1	20	0.5	20	0.5	60	1.5
		H O Ds	8	0.2	9	0.2	5	0.1	83	2.1	75	1.8	180	4.4
		Students	465	11.3	320	7.8	424	10.3	1138	27.6	1253	30.4	3600	87.4
	TOTAL		515	12.5	378	9.2	445	10.8	1344	32.7	1436	34.9	4116	100
62	Insufficient funds affects the provision of sport equipment, such as football, boxing, table tennis, etc	Principal official	11	0.3	10	0.2	3	0.1	7	0.1	8	0.2	36	0.9
		Ministry of Education	90	2.1	77	1.8	12	0.3	33	0.8	28	0.6	240	5.8
		Deans	18	0.4	21	0.5	3	0.1	11	0.3	9	0.2	60	1.5
		H O Ds	73	1.7	83	2.1	5	0.1	11	0.3	8	0.2	180	4.4
		Students	1373	33.4	1089	26.5	224	5.4	529	12.9	385	9.4	3600	87.4
	TOTAL		1565	38.0	1280	31.1	247	6.0	591	14.4	438	10.6	4116	100
63	Inadequate funding affects the performance of the college in the various sports in term of training and competition	Principal official	10	0.2	12	0.3	3	0.1	6	0.1	8	0.2	36	0.9
		Ministry of Education	89	2.1	78	1.8	14	0.4	30	0.7	29	0.7	240	5.8
		Deans	18	0.4	22	0.6	2	0.1	10	0.2	10	0.2	60	1.5
		H O Ds	78	1.9	79	0.8	7	0.1	9	0.2	7	0.1	180	4.4
		Students	1059	25.7	1153	28.0	301	7.3	496	12.1	591	14.4	3600	87.4
	TOTAL		1254	30.5	1344	32.7	327	7.9	551	13,4	645	15.7	4116	100
64	Lack of funds affects the payment of sports experts that will handle vivile programme on sports and recreation	Principal official	11	0.2	12	0.3	2	0.1	5	0.1	6	0.1	36	0.9
		Ministry of Education	78	1.8	88	2.2	14	0.4	33	0.8	27	0.6	240	5.8
		Deans	22	0.5	18	0.4	2	0.1	10	0.2	10	0.2	60	1.5
		H O Ds	85	2.0	73	1.7	7	0.1	8	0.2	8.	0.2	180	4.4
		Students	1096	26.6	896	21.8	224	5.4	784	19.0	701	17.0	3600	87.4
	TOTAL		1292	31.4	1087	26.4	249	6.0	840	20.4	752	18.3	4116	100
65	Enough funds enables the college to manage sprots and recreational facilities	Principal official	12	0.3	11	0.2	2	0.1	4	0.1	7	0.2	36	0.9
		Ministry of Education	80	2.0	87	2.2	12	0.3	34	0.8	27	0.6	240	5.8
		Deans	19	0.4	21	0.5	2	0.1	10	0.2	10	0.2	60	1.5
		H O Ds	83	2.1	75	1.8	4	0.1	11	0.2	8	0.2	180	4.4
		Students	461	11.2	593	14.4	104	2.5	1310	31.8	1132	27.5	3600	87.4
	TOTAL		655	15.9	787	19.1	124	3.0	1369	33.3	1184	28.8	4116	100
66	Inadequate funding affects the college from organizing a competition or tournament. This makes it difficult for the students to participate in games	Principal official	10	0.2	9	0.2	3	0.1	7	0.2	7	0.2	36	0.9
		Ministry of Education	80	2.0	86	2.2	15	0.4	31	0.8	29	0.7	240	5.8
		Deans	19	0.5	21	0.5	3	0.1	11	0.2	8	0.2	60	1.5
		H O Ds	81	2.0	77	1.8	6	0.1	9	0.2	8	0.2	180	4.4
		Students	851	20.7	796	19.3	234	5.7	884	21.5	835	20.3	3600	87.4
	TOTAL		1041	25.3	989	24.0	261	6.3	942	22.9	887	21.6	4116	100
67	Sufficient funds enables the college to provide sport facilities such as television sets in common room	Principal official	9	0.2	10	0.2	2	0.1	8	0.2	7	0.2	36	0.9
		Ministry of Education	85	2.2	82	2.1	11	0.3	32	0.8	30	0.7	240	5.8
		Deans	19	0.5	21	0.5	3	0.1	11	0.3	8	0.2	60	1.5
		H O Ds	78	1.8	80	2.0	5	0.1	8	0.2	10	0.2	180	4.4
		Students	438	10.6	578	14.0	490	11.9	1246	30.3	848	20.6	3600	87.4
	TOTAL		629	15.3	771	18.7	511	12.4	1305	31.7	903	21.9	4116	100
68	Insufficient funds affects the college in providing sport facilities to refresh students minds and brain, etc	Principal official	11	0.3	12	0.3	3	0.1	5	0.1	5	0.1	36	0.9
		Ministry of Education	78	1.7	76	1.7	8	0.2	39	0.9	44	1.2	240	5.8
		Deans	16	0.4	17	0.4	4	0.1	13	0.3	10	0.2	60	1.5
		H O Ds	58	1.5	46	1.1	15	0.4	28	0.7	33	0.8	180	4.4
		Students	1301	31.6	1114	27.6	108	2.6	799	19.4	278	6.8	3600	87.4
	TOTAL		1464	35.6	1265	30.7	138	3.4	884	21.5	370	8.9	4116	100
69	Adequate funds enables the college to introduce all forms of sports to create friends and reduce conflicts and crisis	Principal official	12	0.3	11	0.3	2	0.1	6	0.1	5	0.1	36	0.9
		Ministry of Education	83	2.1	82	2.0	18	0.4	35	0.8	22	0.5	240	5.8
		Deans	24	0.6	20	0.5	2	0.1	7	0.2	7	0.2	60	1.5
		H O Ds	56	1.4	49	1.1	12	0.3	29	0.7	34	0.8	180	4.4
		Students	898	21.8	823	20.0	224	5.4	824	20.0	831	20.2	3600	87.4
	TOTAL		1073	26.1	985	23.9	258	6.3	9.01	22.0	899	21.8	4116	100
70	Inadequate funding affects the college from providing them with recreation facilities on campus. This affects students participation in sports	Principal official	10	0.2	11	0.3	2	0.1	6	0.1	7	0.2	36	0.9
		Ministry of Education	85	2.1	80	2.0	10	0.2	37	0.8	32	0.6	240	5.8
		Deans	19	0.5	20	0.5	3	0.1	8	0.2	10	0.2	60	1.5
		H O Ds	55	1.4	44	1.0	20	0.5	33	0.7	27	0.6	180	4.4
		Students	1267	30.8	1295	31.5	18	0.4	424	10.3	596	14.5	3600	87.4
	TOTAL		1436	34.9	1450	35.2	53	1.3	508	12.3	672	16.3	4116	100

Table 4.3.7 indicated that 4116 of the stakeholders reacted to the self-developed questionnaire administered. Statement 61 aimed at finding out if sufficient fund are provided for students' Athletic and Games activities in Colleges of Legal and Islamic Studies in Nigeria. The data obtained revealed that 1344 (32.7%) and 1436 (34.9%) disagreed and strongly disagreed respectively with this statement. Four hundred and forty-five stakeholders representing 10.8% were undecided while 378 (9.2%) and 515 (12.5%) agreed and strongly agreed respectively with this statement. The submission of 2780 (67.6%) opinions of the stakeholders disconfirmed that sufficient funds are provided for students' Athletic and Games activities in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were sought on statement item 62 on if insufficient funding affects the provision of sport equipment such as Football, Table Tennis etc. in Colleges of Legal and Islamic Studies in Nigeria. Opinions of the stakeholders sampled shows that 591(14.4%) and 438 (10.6%) disagreed and strongly disagreed respectively to this statement. Two hundred and forty-seven stakeholders representing 6.0% were undecided while 1280 (31.1%) and 1565 (38.0%) agreed and strongly disagreed with this statement. This implies that 2845 (69.1%) opinions of the stakeholders affirmed that inadequate funding could affect the provision of sport equipment such as Football, Table Tennis etc. in Colleges of Legal and Islamic Studies in Nigeria.

The opinions of the stakeholders were investigated on statement item 63 on if inadequate funding could affect the wonderful performance of the college in the various sports in form of training and competition in Colleges of Legal and Islamic Studies in Nigeria. Field opinions of the stakeholders showed that 551(13.4%) and

645 (15.7%) disagreed and strongly disagreed respectively to this statement. Three hundred and twenty-seven stakeholders representing 7.9% were undecided while 1344 (32.7%) and 1254 (30.5%) agreed and strongly agreed respectively with this statement. To this end, 2598 (63.2%) stakeholders maintained that inadequate funding affects the wonderful performance of the college in the various sports in form of training and competition in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 64 investigated if inadequate funds could affect the payment of sports experts that are handling programmes on sports and recreations in Colleges of Legal and Islamic Studies in Nigeria. Field information obtained from the stakeholders shows that 840 (20.4%) and 752(18.3%) disagreed and strongly disagreed respectively to this statement. Two hundred and forty-nine stakeholders representing 6.0% were undecided while 1087(26.4%) and 1292(31.4%) agreed and strongly agreed respectively with this statement. The opinions of 2379(57.8%) stakeholders confirmed that inadequate funding affects the payment of sports experts that are handling programmes on sports and recreations in Colleges of Legal and Islamic Studies in Nigeria.

Statement item 65 found out if enough funds could enable the Colleges of Legal and Islamic Studies in Nigeria to manage sports and recreation facilities. Responses of the stakeholders indicates that 1369 (33.3%) and 1184(28.8%) disagreed and strongly disagreed respectively to this statement. One hundred and twenty-four stakeholders representing 3.0% were undecided while 787(19.1%) and 655(15.9%) agreed and strongly agreed respectively with this statement. Base on the opinions of 2553 (62.1%) of the stakeholders, it has been disaffirmed that enough funds enables

the Colleges of Legal and Islamic Studies in Nigeria to manage sports and recreation facilities.

Statement item 66 sought the opinions of stakeholders if inadequate of funds could affect Colleges of Legal and Islamic Studies in Nigeria from organizing a competition or tournament. Information obtained from the field reveals that 942(22.9%) and 887(21.6%) disagreed and strongly disagreed respectively to this statement. Two hundred and sixty-one stakeholders representing 6.3% were undecided while 989(24.0%) and 1041(25.3%) agreed and strongly agreed respectively with this statement. This implies that 2030 (49.3%) opinions of the stakeholders agreed that inadequate funding affects Colleges of Legal and Islamic Studies in Nigeria from organizing a competition or tournament.

Statement item 67 expressed the opinions of stakeholders on if sufficient funds could enable the Colleges of Legal and Islamic Studies in Nigeria to provide sports facilities such as Television sets in the common room. Opinions of the stakeholders showed that 1305 (31.7%) and 903(21.9%) disagreed and strongly disagreed respectively to this statement. Five hundred and eleven stakeholders representing 12.4% were undecided while 771(18.7%) and 629 (15.3%) agreed and strongly agreed respectively with this statement. The opinions of 2208 (53.6%) stakeholders disagreed with this statement that sufficient funds could enable the Colleges of Legal and Islamic Studies in Nigeria to provide sports facilities such as Television sets in the common room.

The opinions of the stakeholders were sought on statement item 68 on if insufficient funds could affect Colleges of Legal and Islamic Studies in Nigeria in providing sports facilities to freshing students' minds and brains. Data obtained from

the field revealed that 884(21.5%) and 370(8.9%) disagreed and strongly disagreed respectively to this statement. One hundred and thirty-eight stakeholders representing 3.4% were undecided while 1265 (30.7%) and 1464(35.6%) agreed and strongly disagreed respectively with this statement. A cursory look at the opinions of 2729 (66.3%) respondents maintained that insufficient funding affects Colleges of Legal and Islamic Studies in Nigeria in providing sports facilities to fresh students' minds and brains.

The opinions of the stakeholders to statement item 69 were investigated on if adequate funds could enable Colleges of Legal and Islamic Studies in Nigeria to introduce all forms of sports to create friends and reduce conflicts and crisis. Data obtained from the opinions of the stakeholders indicated that 901 (22.0%) and 889(21.8%) disagreed and strongly disagreed respectively to this statement. Two hundred and fifty-eight stakeholders representing 6.3% were undecided while 985(23.9%) and 1073(26.1%) agreed and strongly agreed respectively with this statement. Based on the data obtained, it is obvious that 2058(50.0%) stakeholders agreed that adequate funding enables Colleges of Legal and Islamic Studies in Nigeria to introduce all forms of sports to great friends and reduce conflicts and crisis.

Statement item 70 found out if inadequate funding could affect Colleges of Legal and Islamic Studies in Nigeria in providing them with recreation facilities on campus which may likely improve students' participation in sports. Field investigation gathered showed that 508 (12.3%) and 672 (16.3%) disagreed and strongly disagreed respectively to this statement. Fifty-three stakeholders representing 1.3% were undecided while 1450 (35.2%) and 1436 (34.9%) agreed and strongly agreed respectively with this statement. Based on the opinions of 2886 (70.1%) of the stakeholders, it has been confirmed that inadequate funding could affect Colleges of

Legal and Islamic Studies in Nigeria from providing them with recreation facilities on campus which may likely improve students' participation in sports.

4.4 Hypotheses Testing

Seven research hypotheses were postulated and tested using Analysis of Variance (ANOVA) and Duncan Multiple Range Test (DMRT) to ascertain where the significant differences against the background of 0.05 significance. The hypotheses tested were based on data collected and analyses carried out on the question items that are related to each of the hypotheses. The data generated were then subjected to analysis using IBM SPSS statistics 20.0 at level of significance 0.05.

4.4.1 HO_1:

There is no significant difference in the opinions of Stakeholders on Impact of funding on the provision and management of Health services in Colleges of Legal and Islamic Studies in Nigeria.

In order to test hypothesis one (1), opinions of the stakeholders on statements 1 to 10 that addressed the impact of funding on the provision and management of Health services in Colleges of Legal and Islamic Studies in Nigeria were collated on statistical coding sheets based on categories of stakeholders selected for the study. Details of the opinions of the stakeholders are in table 4.4.1.

Table 4.4.1: ANOVA Analysis on Differences in the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Health Services in Colleges of Legal and Islamic Studies in Nigeria

Source of Variance	Sum of Square	Df	Mean Square	Cal.F-Value	Crit. F-Value	Sig.	Decision
Between Group	15.871	5	3.1742				S
Within Group	981.704	4111	0.2387	13.30	2.21	0.000	(Reject)
Total	997.575	4116					

Critical Level= 0.05

Table 4.4.1 showed that the calculated F-value is 13.30 and the critical F-value is 2.21 with 5 and 4111 degree of freedom computed at critical level of significance 0.05. Since the calculated F-value is greater than the critical F-value hypothesis one is

rejected. This implies that there is a significant difference in the opinions of stakeholders on funding in the provision and management of Health services in Colleges of Legal and Islamic Studies in Nigeria. To ascertain the significant difference, Duncan Multiple Range Test (DMRT) was carried out as shown in table 4.4.2.

Table 4.4.2: Duncan Multiple Range Test on the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Health Services in Colleges of Legal and Islamic Studies in Nigeria

Status	Mean	Duncan Grouping
Principal Officials	80.900	A
Ministries of Education staff	80.231	A
Deans	68.250	B
HODs	65.292	B
Students	62.600	B

Table 4.4.2 showed that Principal Officers and Staff of the Ministries of Education perceived funding on the provision and management of Health Services in Colleges of Legal and Islamic Studies in Nigeria as most significant the same way with the mean scores of 80.900 and 80.231 grouped as "A". It is followed by the Deans, HODs and students with mean scores of 68.250, 65.292 and 62.600 respectively regarded as Duncan group "B".

4.4.2 HO_2:

There is no significant difference in the opinions of the Stakeholders on Impact of funding on the provision and management of accommodation services in Colleges of Legal and Islamic Studies in Nigeria.

In order to test hypothesis two (2), opinions of the stakeholders on statements items 11 to 20 that addressed funding on the provision and management of accommodation services in Colleges of Legal and Islamic Studies in Nigeria were collated on statistical coding sheets based on categories of stakeholders selected for the study. Details are reflected in table 4.4.3.

Table 4.4.3: ANOVA Analysis on Differences in the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Accommodation services in Colleges of Legal and Islamic Studies in Nigeria

Source of Variance	Sum of Square	Df	Mean Square	Cal.F-Value	Crit. F-Value	Sig.	Decision
Between Group	64.91	5	12.982				S
Within Group	2234.34	4111	0.5435	23.89	2.21	0.000	(Reject)
Total	2299.25	4116					

Critical Level= 0.05

Table 4.4.3 showed that the calculated F-value is 23.89 and the critical F-value is 2.21 with 5 and 4111 degree of freedom computed at critical level of significance 0.05. Since the calculated F-value is greater than the critical F-value hypothesis two is rejected. This implies that there is a significant difference in the opinions of the stakeholders on funding in the provision and management of accommodation services in Colleges of Legal and Islamic Studies in Nigeria. To ascertain the significant difference, Duncan Multiple Range Test (DMRT) was carried as shown in table 4.4.4.

Table 4.4.4: Duncan Multiple Range Test on the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Accommodation Services in Colleges of Legal and Islamic Studies in Nigeria

Status	Mean	Duncan Grouping
Principal Officials	73.261	A
Ministries of Education staff	72.986	A
Deans	61.299	B
HODs	63.786	B
Students	67.295	B

Table 4.4.4 showed that Principal Officers and staff of the Ministries of Education staff perceived funding on the provision and management of accommodation services in Colleges of Legal and Islamic Studies in Nigeria most

significant the same way with the mean scores of 73.261 and 72.989 grouped as "A". It is followed by the Deans, HODs and the students with mean scores of 61.299, 63.786 and 67. 295 respectively regarded as Duncan group "B".

4.4.3 HO_3:

There is no significant difference in the opinions of Stakeholders on Impact of funding on the provision and management of security services in Colleges of Legal and Islamic Studies in Nigeria.

In order to test hypothesis four (4), opinions of the stakeholders on statement items 21 to 30 that addressed funding on the provision and management on security services in Colleges of Legal and Islamic Studies in Nigeria were collated on statistical coding sheets based on categories of stakeholders selected for this study. Details are shown in table 4.4.5.

Table 4.4.5: ANOVA Analysis on Differences in the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Security Services in Colleges of Legal and Islamic Studies in Nigeria

Source of Variance	Sum of Square	Df	Mean Square	Cal.F-Value	Crit. F-Value	Sig.	Decision
Between Group	157.960	5	31.592				S
Within Group	3353.890	4111	0.81583	38.72	2.21	0.000	(Reject)
Total	3511.85	4116					

Critical Level= 0.05

Table 4.4.5 showed that the calculated F-value is 38.72 and the critical F-value is 2.21 with 5 and 4111 degree of freedom computed at critical level of significance 0.05. Since the calculated F-value is greater than the critical F-value hypothesis four is rejected. This implies that there is a significant difference in the opinions of Stakeholders on Impact of funding in the provision and management of security services in Colleges of Legal and Islamic Studies in Nigeria. To ascertain where the

significant difference lies Duncan Multiple Range Test (DMRT) was carried and details are shown in table 4.4.6.

Table 4.4.6: Duncan Multiple Range Test on the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Security Services in Colleges of Legal and Islamic Studies in Nigeria

Status	Mean	Duncan Grouping
Principal Officials	53.821	B
Ministries of Education staff	57.237	B
Deans	89.597	A
HODs	88.781	A
Students	86.276	A

Table 4.4.6 showed that Dean, HODs and students opinions were almost the same with mean scores of 53.821 and 57.237 respectively that funding on the provision and management of security services in Colleges of Legal and Islamic Studies in Nigeria which Duncan grouped as "B". Principal Officers and staff of the Ministry of Education also perceived it the same way with scores of 89.597 and 86.276 respectively regarded as Duncan group "B".

4.4.4 HO_4:

There is no significant difference in the opinion of stakeholders on the impact of funding on the provision and management of building/common room services in Colleges of Legal and Islamic Studies in Nigeria.

In order to test this hypothesis five (5), opinions of the stakeholders on statement items 31 to 40 that addressed the impact of funding on the provision and management of building services in Colleges of Legal and Islamic Studies in Nigeria were collated on statistical coding sheets based on categories of stakeholders selected for the study. Details are shown in table 4.4.7.

Table 4.4.7: ANOVA Analysis on Difference in the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Building Services in Colleges of Legal and Islamic Studies in Nigeria

Source of Variance	Sum of Square	Df	Mean Square	Cal.F-Value	Crit. F-Value	Sig.	Decision
Between Group	157.960	5	31.592				S
Within Group	2981.736	4111	0.7253	43.56	2.21	0.000	(Reject)
Total	3139.696	4116					

Critical Level= 0.05

Table 4.4.7 showed that the calculated F-value is 43.56 and the critical F-value is 2.21 with 5 and 4111 degree of freedom computed at critical level of significance 0.05. Since the calculated F-value is greater than the critical F-value hypothesis five is rejected. This implies that there is a significant difference in the opinions of Stakeholders on Impact of funding in the provision and management of building services in Colleges of Legal and Islamic Studies in Nigeria. To ascertain the significant difference Duncan Multiple Range Test (DMRT) was carried and details are shown in table 4.4.8.

Table 4.4.8: Duncan Multiple Range Test on the Opinions of Stakeholders on the Impact of Funding on the Provision and Management of Building/Common Room Services in Colleges of Legal and Islamic Studies in Nigeria

Status	Mean	Duncan Grouping
Principal Officials	68.692	A
Ministries of Education staff	69.212	A
Deans	51.327	B
HODs	52.921	B
Students	50.638	B

Table 4.4.8 showed that Principal Officers and staff of Ministries of Education staff opinions were the almost the same with mean scores of 68.692 and 69.212

respectively on impact of funding on the provision and management of building services in Colleges of Legal and Islamic Studies in Nigeria which Duncan grouped as "A". Dean, HODs and students also perceived it the same way with scores of 51.327, 52.921and 50.638 respectively regarded as Duncan group "B".

4.4.5 HO_5:

There is no significant difference in the opinions of Stakeholders on Impact of funding on the provision and management of transportation services in Colleges of Legal and Islamic Studies in Nigeria.

In order to test hypothesis six (6), opinions of the stakeholders on statement items 41 to 50 that addressed impact of funding on the provision and management of transportation services in Colleges of Legal and Islamic Studies in Nigeria were collated on statistical coding sheets based on categories of stakeholders selected for the study. Details are on table 4.4.9.

Table 4.4.9: ANOVA Analysis on Difference in the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Transportation Services in Colleges of Legal and Islamic Studies in Nigeria

Source of Variance	Sum of Square	df	Mean Square	Cal.F-Value	Crit. F-Value	Sig.	Decision
Between Group	20.798	5	4.1596				S
Within Group	897.956	4111	0.2184	19.05	2.21	0.000	(Reject)
Total	918.754	4116					

Critical Level= 0.05

Table 4.4.9 showed that the calculated F-value is 19.05 and the critical F-value is 2.21 with 5 and 4111 degree of freedom computed at critical level of significance 0.05. Since the calculated F-value is greater than the critical F-value hypothesis six is rejected. This implies that there is a significant difference in the opinions of stakeholders on impact of funding in the provision and management of transportation

services in Colleges of Legal and Islamic Studies in Nigeria. To ascertain the significant difference Duncan Multiple Range Test (DMRT) was carried as shown in table 4.4.10.

Table 4.4.10: Duncan Multiple Range Test on the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Transportation Services in Colleges of Legal and Islamic Studies in Nigeria

Status	Mean	Duncan Grouping
Principal Officials	73.840	B
Ministries of Education staff	71.961	B
Deans	80.927	A
HODs	82.672	A
Students	81.987	A

Table 4.4.10 showed that Deans, HODs and students with mean scores of 80.927, 82.672 and 81. 987 respectively on the impact of that funding on the provision and management of transportation services in Colleges of Legal and Islamic Studies in Nigeria which Duncan grouped as "A". Principal Officers and staff of Ministries of Education also perceived it the same way with scores of 73.840 and 71.961respectively regarded as Duncan group "B".

4.4.6 HO_6:

There is no significant difference in the opinions of Stakeholders on Impact of funding on the provision and management of counselling services in Colleges of Legal and Islamic Studies in Nigeria.

In order to test hypothesis seven (7), opinions of the stakeholders on statement items 51 to 60 that addressed the impact of funding on the provision and management of counselling services in Colleges of Legal and Islamic Studies in Nigeria were collated on statistical coding sheets based on categories of stakeholders selected for the study. Details are in table 4.4.11.

Table 4.4.11: ANOVA Analysis on Difference in the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Counselling Services in Colleges of Legal and Islamic Studies in Nigeria

Source of Variance	Sum of Square	Df	Mean Square	Cal.F-Value	Crit. F-Value	Sig.	Decision
Between Group	29.765	5	5.953				S
Within Group	879.754	4111	0.214	27.82	2.21	0.000	(Reject)
Total	909.519	4116					

Critical Level= 0.05

Table 4.4.11 showed that the calculated F-value is 27.82 and the critical F-value is 2.21 with 5 and 4111 degree of freedom computed at critical level of significance 0.05. Since the calculated F-value is greater than the critical F-value hypothesis seven is rejected. This implies that there is a significant difference in the opinions of Stakeholders on Impact of funding in the provision and management of counselling services in Colleges of Legal and Islamic Studies in Nigeria. To ascertain the significant difference Duncan Multiple Range Test (DMRT) was carried and details are in table 4.4.12.

Table 4.4.12: Duncan Multiple Range Test on the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Counselling Services in Colleges of Legal and Islamic Studies in Nigeria

Status	Mean	Duncan Grouping
Principal Officials	58.713	B
Ministries of Education staff	56.728	B
Deans	61.293	A
HODs	60.217	A
Students	63.849	A

Table 4.4.12 showed that Deans, HODs and students with mean scores of 61.293, 60.217 and 63.849 respectively on impact of funding on the provision and

management of counselling services in Colleges of Legal and Islamic Studies in Nigeria which Duncan grouped as "A". Principal Officers and staff of Ministries of Education staff also perceived it the same way with scores of 58.713 and 56.728 respectively regarded as Duncan group "B".

4.4.7 HO_7:

There is no significant difference in the opinion of stakeholders on the impact of funding on the provision and management of sporting activities in Colleges of Legal and Islamic Studies in Nigeria.

In order to test hypothesis seven (7), opinions of the stakeholders on statement items 61 to 70 that addressed impact of funding on the provision and management of sporting activities in Colleges of Legal and Islamic Studies in Nigeria were collated on statistical coding sheets based on categories of stakeholders recognized selected for the study. Details are in table 4.4.13.

Table 4.4.13: ANOVA Analysis on Difference in the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Sporting Activities in Colleges of Legal and Islamic Studies in Nigeria

Source of Variance	Sum of Square	Df	Mean Square	Cal.F-Value	Crit. F-Value	Sig.	Decision
Between Group	21.700	5	4.340				S
Within Group	879.237	4111	0.214	20.28	2.21	0.000	(Reject)
Total	900.937	4116					

Critical Level= 0.05

Table 4.4.13 showed that the calculated F-value is 20.28 and the critical F-value is 2.21 with 5 and 4111 degree of freedom computed at critical level of significance 0.05. Since the calculated F-value is greater than the critical F-value hypothesis seven is rejected. This implies that there is a significant difference in the opinions of stakeholders on impact of funding in the provision and management of

sporting activities in Colleges of Legal and Islamic Studies in Nigeria. To ascertain the significant difference Duncan Multiple Range Test (DMRT) was carried and details are in table 4.4.14.

Table 4.4.14: Duncan Multiple Range Test on the Opinions of Stakeholders on Impact of Funding on the Provision and Management of Sporting Activities in Colleges of Legal and Islamic Studies in Nigeria

Status	Mean	Duncan Grouping
Principal Officials	40.270	B
Ministries of Education staff	41.691	B
Deans	51.247	A
HODs	53.681	A
Students	51.364	A

Table 4.4.14 showed that Deans, HODs and students with mean scores of 51.247, 53.681 and 51.364 respectively on impact of funding on the provision and management of sporting activities in Colleges of Legal and Islamic Studies in Nigeria which Duncan grouped as "A". Principal Officers and staff of Ministries of Education staff also perceived it the same way with scores of 40.270 and 41.691 respectively regarded as Duncan group "B".

4.5 Summary of Hypotheses Testing

Based on the data collected, analyzed and interpreted, seven hypotheses were generated tested and statistical inferences were obtained. The summary of the statistical tests are shown in table 4.4.15

Table 4.4.15: Summary of the significant differences of the opinions of stakeholders on rejected hypotheses

H_O	Statement of Hypotheses	Statistical Tool Used	Alpha Level	Results	Conclusion
1.	There is no significant difference in the opinions of stakeholders on impact of funding on the provision and management of Health services in Colleges of Legal and Islamic Studies in Nigeria.	ANOVA and DMRT	0.05	Cal. Value=13.30 Crit. Value=2.21	Rejected (Sig)
2.	There is no significant difference in the opinions of stakeholders on impact of funding on the provision and management of accommodation services in Colleges of Legal and Islamic Studies in Nigeria.	ANOVA and DMRT	0.05	Cal. Value=23.89 Crit. Value=2.21	Rejected (Sig)
3.	There is no significant difference in the opinions of stakeholders on impact of funding on the provision and management of security services in Colleges of Legal and Islamic Studies in Nigeria.	ANOVA and DMRT	0.05	Cal. Value=38.72 Crit. Value=2.21	Rejected (Sig)
4.	There is no significant difference in the opinions of stakeholders on impact of funding on the provision and management of building/common room services in Colleges of Legal and Islamic Studies in Nigeria.	ANOVA and DMRT	0.05	Cal. Value=43.56 Crit. Value=2.21	Rejected (Sig)
5.	There is no significant difference in the opinions of stakeholders on impact of funding on the provision and management of transportation services in Colleges of Legal and Islamic Studies in Nigeria.	ANOVA and DMRT	0.05	Cal. Value=19.05 Crit. Value=2.21	Rejected (Sig)
6.	There is no significant difference in the opinions of stakeholders on impact of funding on the provision and management of counselling services in Colleges of Legal and Islamic Studies in Nigeria.	ANOVA and DMRT	0.05	Cal. Value=27.82 Crit. Value=2.21	Rejected (Sig)
7.	There is no significant difference in the opinions of stakeholders on impact of funding on the provision and management of sporting activities in Colleges of Legal and Islamic Studies in Nigeria.	ANOVA and DMRT	0.05	Cal. Value=20.28Crit. Value=2.21	Rejected (Sig)

From the table 4.4.15:, it was discovered that all the hypotheses were rejected, which were interpreted as follows:

i. There is a significant difference in the opinions of stakeholders (Principal officers, Ministries of Education staff, Deans, HODs and students) on impact of funding on the provision and management of Health services in Colleges of Legal and Islamic Studies in Nigeria.

ii. There is a significant difference in the opinions of stakeholders (Principal officers, Ministries of Education staff, Deans, HODs and students) on impact of funding on the provision and management of accommodation services in Colleges of Legal and Islamic Studies in Nigeria.

iii. There is a significant difference in the opinions of stakeholders (Principal officers, Ministries of Education staff, Deans, HODs and students) on impact of funding on the provision and management of security services in Colleges of Legal and Islamic Studies in Nigeria.

iv. There is a significant difference in the opinions of stakeholders (Principal officers, Ministries of Education staff, Deans, HODs and students) on impact of funding on the provision and management of building services in Colleges of Legal and Islamic Studies in Nigeria.

v. There is a significant difference in the opinions of stakeholders (Principal officers, Ministries of Education staff, Deans, HODs and students) on impact of funding on the provision and management of transportation services in Colleges of Legal and Islamic Studies in Nigeria.

vi. There is a significant difference in the opinions of stakeholders (Principal officers, Ministries of Education staff, Deans, HODs and students) on impact of funding on the provision and management of counselling services in Colleges of Legal and Islamic Studies in Nigeria.

vii. There is a significant difference in the opinions of stakeholders (Principal officers, Ministries of Education staff, Deans, HODs and students) on impact of funding on the provision and management of sporting activities in Colleges of Legal and Islamic Studies in Nigeria.

4.6 Summary of Major Findings

The study revealed that funds provided for students health services for Colleges of Legal and Islamic Studies in Nigeria were insufficient and as a result, most of the health facilities which the college management suppose to provide for the students are not adequately provided. The findings also indicated that the visitors to these colleges did not support the colleges with adequate funds forcing the colleges to rely on Internally Generated Revenue (IGR) and Education Trust Fund (ETF).

On the provision and management of student accommodation services, the study revealed that there is some available hostel accommodations for students at Colleges of Legal and Islamic Studies in Nigeria but they are not adequately founded by the government.

On the provision and management of security services in Colleges of Legal and Islamic Studies in Nigeria, the study revealed that insufficient funds affects the maintenance of security and that is why these colleges could not employ adequate and professional security men to maintain law and orders. In addition, the study also

revealed that insufficient funds affect the training and re-training of the security staff of the colleges to update their professionalism.

On the provision and management students' common room, the study revealed that inadequate funding affects provision and maintenance of students common rooms in these colleges. The study also showed that only few colleges have students common room or students union centre for their students. Even, most of these common rooms are not properly equipped with the necessary facilities for the relaxation of these students.

On the provision and management of transportation services in these colleges, the study revealed that insufficient funds affects the proper maintenance of school buses. Inadequate of buses for inter-campus for the students was as a result of inadequate of funds.

On the student guidance and counseling at these colleges, the study showed that inadequate funding affects counseling services in these colleges. In addition, the study revealed that in most of these colleges, counseling services and other welfare services are not free for the students but they were made to pay for these services. Students find it difficult to select subject of their interest for proper career choice selection in future in tertiary institutions.

Finally, on the impact of funding on the provision and management of sporting activities in these colleges, the study revealed that insufficient funds affects the provision of sport equipment such as football field, volley ball court, handball court, table tennis court, etc. and inadequate funding affects the employment of sport experts to train the students in their chosen sport areas as well.

4.7 Discussion of Findings

The study gathered the opinions of stakeholders from twelve (12) sampled states from the available twenty – three Colleges of Legal and Islamic Studies in Nigeria. The respondents comprised five major stakeholders which involved Ministry of Education Officials, Principal Officers of the College such (Provost, Registrar and Bursar), Deans, HODs and Students. A total number of 4,116 respondents were sampled. This section discussed in details as it relates to the literature review discussed in chapter two, the analysis and interpretation of research questions and research hypotheses raised in chapter one. The details are contained in 4.8.1.

4.7.1 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Health Services in Colleges of Legal and Islamic Studies in Nigeria

The first finding revealed that there was a significant difference in the opinions of stakeholders on funding on the provision of and management of health services in the Colleges of Legal and Islamic Studies in Nigeria. This is in favour of the principal officers with mean score of 80,900 and officials of Ministries of Education with mean score of 80.231 greater than the mean score of Dean (68.250), HODs (65.292) and Students (62.600).

In most Colleges of Legal and Islamic Studies sampled, principal officers and officials of Ministries of Education opined that insufficient funds were provided while Deans, HODs and Students believed that there were sufficient funds to manage health services in Colleges of Legal and Islamic Studies. Therefore, this affects purchase and provision of health facilities such as laboratories equipment for carrying out medical tests. This made the students to have little access to free medical services and any time they are sick they usually take permission to their various homes to treat

themselves. This results to poor quality of health services provided by the Colleges of Legal and Islamic Studies in Nigeria. This finding is in line with World Health Organisation report (2008) which observed that the performance of the Nigerian tertiary institution health system is worse, and this has direct impact on funding, provision and management of health services in Colleges of Legal and Islamic Studies in Nigeria.

In considering the responses of the stakeholders on Impact of Funding on the Provision and Management of Students Health Services in Colleges of Legal and Islamic Studies in Nigeria, the funding revealed that funds provided to the colleges by the proprietors i.e. government for the provision and maintenances of the students health services were insufficient, which indicates that certain health facilities such as laboratories to carryout test, laboratory equipment, provision of drugs, standard clinic and qualified health officers are affected because they are not properly funded. Therefore, inadequate provision of this health services has resulted in the poor state of health of the students which eventually affected their performance in the college.

The study also revealed that most of the financial allocation budgeted for these colleges by the visitor to the colleges was only contained on the white papers through the media and this never get to the colleges forcing the provosts to rely on Internal generated revenue of the Colleges. The finding also indicated that opinions of respondents were divided on the impact of funding on the provision and management of Health Services in Colleges of Legal and Islamic Studies in Nigeria. The opinions of the Principal Officers and Official of Ministry of Education differed from that of Deans, HODs and the students because the principal officers and officials of ministry may not like to expose the government on the release of fund to the colleges because

they are the representative of the government but Deans, HODs, and students revealed that inadequate funding was as a result of poor funding by the government. It was also confirmed that the available funds was not managed properly for what it was budgeted for by the management of these colleges.

4.7.2 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Accommodation Services in Colleges of Legal and Islamic Studies in Nigeria

The finding also revealed that there was a significant difference in the opinions of stakeholders on funding on provision and management of accommodation services provided in Colleges of Legal and Islamic Studies in Nigeria. This finding is related to field observation made by the researcher from the stakeholders through the questionnaire administered. It was gathered that inadequate funds were provided to take care of facilities in the students' hostels. This affected students' comfortability in the hostel which eventually led to over-crowed students' population and thus could lead to outbreak of epidemic and other accommodation hazards. These short comings made students to look for alternative and hence adopted day system which eventually affected their academic pursuit. This finding is supported by Ukeje (2002) who stated that there was a decline in the funding in the Nigerian higher institutions accommodation in 1986 from 35% to 30%, that is a fall in funding from 416 million Naira in 1985/1986 academic session to 316 million Naira in 1986/1987 session. This led to abolition of accommodation by the Federal Government of Nigeria in all tertiary institutions in Nigeria.

The discussion on the impact of funding on the provision and management of students accommodation in Colleges of legal and Islamic Studies in Nigeria revealed that majority of stakeholders agreed that there are some students hostels,

accommodation but not enough and the available ones are not adequately founded by the government. Shortage of funds affects the facilities provided in these colleges hostels and they are grossly inadequate to meet the needs of over-crowded population. All these forced students to look for alternative accommodation outside the campus which enable them to engage in other social vices. The findings also revealed that insufficient funds affects the expansion of residential halls and this leads to overcrowding, epidemic outbreak and other accommodation hazards. The findings also showed that shortage of funds encouraged off-campus system which affects student/college mutual relationship. Peretomode (2006) collaborates further that equally a problem in the provision of infrastructural facilities like college accommodation is the lack of effective control of the various tax programmes of the Federal Government to intervene in the provision and management of infrastructure like hostel accommodation, toilets and rehabilitation maintenance of the existing ones.

In some colleges, the available funds are not effectively utilized for provision and management of school accommodation. Egwu (2009) gives a vivid picture of the physical state of infrastructure in the tertiary institutions today which are very poor, with floor full of holes and damaged ceiling broken, etc. The funds released or budgeted for provision of accommodation in these colleges were mismanaged by the colleges management and State Ministry of Education.

4.7.3 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Security Service in Colleges of Legal and Islamic Studies in Nigeria

In hypothesis three, the opinions of stakeholders were sought on the impact of funding on the provision and management of security service in Nigeria Colleges of Legal and Islamic Studies. The findings revealed that the opinions of principal

officers and Ministries of Education Staff were in agreement with the mean score of 53.821 and 57.237 while the Deans, HODs and the Students did not agree with the opinions of the two groups with the following mean score 89.597, 88.781 and 86.276. From this opinions of the Deans, HODs and Students, it is believed that insufficient fund affects the maintenance of security and that is why the Colleges could not employ adequate and professional security men to maintain law and order in the Colleges campus but principal trained officers and Ministries of Education Officials believed that there were sufficient funds to Management Security Services in Colleges of Legal and Islamic Studies in Nigeria.

These opinions of the Deans, HODs and Students corroborated the study of Thomas Hobbes (1962) in Kesha (2009) who argued that in sufficient fund affects the effective security services and this will affect the protection of both the lives and properties of these colleges. Balogun (2005) viewed security as a very efficient services which must be provided for adequate and total protection of live and properties in the college system. Confirming the finding on the indispensible role of funding in the protection of life and property of the college. Olokoba (1999) stressed that:

> *Security need fund to enhance the achievement of school objectives by promoting adequate protection of lives and property of the college. This means that availability of fund allow for effective planning which is a function of good administration that required conscious decision making or arrangement to enhance the achievement of desired educational goals. Security services been one of the important students services must be properly handled by the school administrator.*

The finding also showed that insufficient fund affects the recruitment of qualified and educated personnel to handle security unit of the colleges. This affects the safety of the college in the hand of intruders or outsiders who enjoy free

movement within the campus. Inadequate funding also affects the training and re-training as well as employment of competent staff in the area of security. The finding also showed that lack of funds to the security unit promotes all forms of social maladies such as cultism, examination malpractices, stealing, etc. The staff of Ministry of Education and Principal officials of the Colleges like Provosts, Registrars and Bursars mismanaged the available funds provided for provision of security services by the government and the government also encouraged poor management of these services by appointing illiterate politicians as members of Governing Council of these colleges.

4.7.4 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Common Room Services in Colleges of Legal and Islamic Studies in Nigeria

Hypothesis four found out the opinions of the five categories of Stakeholders on impact of funding on the provision and management of students common room in Colleges of Legal and Islamic Studies in Nigeria. The findings revealed that the opinions of each category of stakeholders differed significantly. For instance, principal officers and Ministries of Education Staff were almost the same with mean scores of 68.692 and 69.212 respectfully and the Deans, HODs and Students also agreed in the same way but this shows that the principal officers and Ministries of Education Staff were of the opinions that inadequate funding affects the provision of students common room and structures like classrooms, lecture-theaters, staff accommodations in these Colleges. Even, renovation of collapsed facilities or replacement of damaged building facilities within the Colleges was not possible. These shortcomings affect student academic performances because they make teaching and learning more difficult for them. This finding was supported by Odutola

(1989) in his study “The school plant’’. He suggested adequate funding for building of classrooms and staff and students accommodation for educational standard and good quality. Macquarie (2011) and Ogunsaju (2000) emphasised on the need to provide and maintain school physical facilities for quality education for the students.

Discussion on impact of funding on the provision and management of students common room in the College, the findings revealed that majority of the stakeholders accepted the fact that the availability and adequacy of infrastructural facilities like common room and recreational facilities are contributory to determining the conduciveness and organizational climate of the school. However, inadequate funding from government or proprietor affects the availability of these buildings. This confirms the finding of Peretamode (1991) who described physical and infrastructural facilities as a special abode that enhance both teaching and learning.

In addition, the finding also revealed that inadequate funding affects the renovation of the collapsed facilities in the Colleges because most of the buildings available in the colleges are unsuitable for students’ relaxation due to inadequate funding or attitude of the users to regularly maintain, repair and non-replacement of obsolete facilities. This finding supported the finding of Peretamode (2006) who stated that lack of commitment by stakeholders in education particularly students and educational administrators in handling and safeguarding school facilities and equipment referring them as government property affects the system because the government finds it difficult to provide funds to maintain and repair the facilities where necessary. The principal officials of these colleges and officials of Ministry of Education that was agitating for more funds for provision of more accommodation was doing so to get money from government and mismanage it because these are the

people who will handle the construction and building of the accommodation to safe money for their sharing.

4.7.5 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Transportation Services in Colleges of Legal and Islamic Studies in Nigeria

In hypothesis five, stakeholders opinions were sought to find out if there is a significant difference on the impact of funding on the provision and management of transportation in Colleges of Legal and Islamic Studies in Nigeria. The finding from the five groups revealed that there was a significant differences within the opinions of the stakeholders. The mean scores of 80.927, 82.672 and 81.987 which is greater than the mean scores of principal officers and Ministries of Education Staff mean scores of 73.840 and 71.961 respectively. The mean scores of Deans, HODs and Students from most Colleges of Legal and Islamic Studies sampled showed that insufficient of fund were provided while the principal officers and Ministries of Education Staff also held similar opinions. Therefore, insufficient of funds affects the proper maintenance of Colleges school buses, in-adequate of school buses, encourages motorcycle business and all these problems bring about security problems within the campuses and indirectly or directly affecting the students' welfare. The findings is in line with Oni et al (2010) who rightly observed that poor funding of transportation unit of tertiary institutions in Nigeria has contributed serious bottleneck in the implementation of Nigeria's National Development Programme. Abubakar (2009) also observed that one major problem facing Colleges of Legal and Islamic Studies in Nigeria is under-funding of transportation unit. Omosidi (2007) also blamed government for their inability to release funds for these colleges in respect of transportation.

Discussion on impact of funding on the provision and management of transportation services in Colleges of Legal and Islamic Studies in Nigeria, revealed that inadequate funding affects proper maintenance of the colleges school buses. This should have served as motivation to the students because motivation is a key factor towards attaining educational goals. So, transportation could serve as a incentives to promote students' welfare services. However, opinions of the majority of stakeholders agreed that inadequate funding affects transportation services in these colleges and the management has failed in their responsibilities to assist the students in terms of transportation. For instance, Kwara State Colleges of Arabic and Islamic Legal Studies, Ilorin and Atiku Abubakar College of Legal and Islamic Studies, Ngru Yobe State are typical examples of the Colleges that cannot maintain their buses donated by their state government. The buses consume a lots of diesel oil which the colleges cannot afford and the government did not support them financially.

The government inability to assist these colleges in terms of financial aspect was emphasized in Dare (2006) in his argument when he used Abraham Maslow theory of motivation based on five hierarchies of needs. He encouraged government and school administrators to motivate the students with necessary incentives like transportation. The findings also revealed inadequate funding as factor affecting the buying and maintenances of buses in the colleges which gives room for the increases of the fare charges by the private transporters which is often too exorbitant. Mismanagement also contributed to the poor state of transportation in these colleges. Most of the available buses meant for students welfare services always mismanaged by the official of Ministry of Education and the Principal officers of the College which uses the buses for their personal use without proper maintenances.

4.7.6 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Counselling Services in Colleges of Legal and Islamic Studies in Nigeria

In hypothesis six, the stakeholders' opinions were sought on impact of funding on the provision and management of counselling services in Colleges of Legal and Islamic Studies in Nigeria. The findings revealed that opinions of principal officers and Staff of Ministries of Education were in agreement with mean scores of 58.713 and 56.728 but mean scores of Deans, HODs and Student 61.293, 60.217 and 63.849 which were greater than that of principal officers and Staff of Ministries of Education meaning that, inadequate funding affects provision for counselling services in these college. These affects students' academic performances, students career talks and prevented the colleges to play advisory role to these students. From the opinions of these five groups of stakeholders, it showed that because of inadequate funding, the colleges render the counselling services irrelevant. Therefore, there is need to improve on the provision and management of counselling services to Colleges of Legal and Islamic Studies in Nigeria. This is collaborated by the study of Alake (2000) on the need to offer vocational guidance to their outgoing final year students. Afolabi (2004), also rightly observed that counselling services is an intimate one-to-one relationship which needs to be funded property. He was of the opinion that without proper funding, the eservice will collapse. Dare (2009) emphasized the needs to funds, the counselling personnel, availability of guidance and counselling facilities and quality of counselling services to be provided.

Discussion on impact of funding on the provision and management of students counseling services revealed that students vocational and guidance services which will help students choose their courses based on students personal, social or emotional

problems to work towards overcoming them are not provided in these colleges due to insufficient funds. The finding also revealed that inadequate funding affects the Guidance and Counselling unit of these colleges to contribute positively in molding the lives of their students which indirectly affects the student academic performances.

Similarly, the finding revealed that insufficient of funds affects the training and re-training of staff to enhance productivity in the moulding of individual students. This shows that qualified personnel are few in number and the colleges cannot train others because of lack of funds. Therefore, personnel are not encouraged or supported with funds to improve themselves in their vocational and guidance service to assist these students. It was discovered that this counseling services which is supposed to be the responsibility of the college management are not so, because in some colleges, students pay for this services and any students that cannot afford to pay will not enjoy the services. The staff of Ministry of Education and Principal officers of the colleges do not see students' counselling activities as very important aspect of students' life. They diverted and mismanaged the funds allocated for this service.

4.7.7 Opinions of Stakeholders on Impact of Funding on the Provision and Management of Sports Services in Colleges of Legal and Islamic Studies in Nigeria

In hypothesis seven, the finding revealed that there was a significant difference in the opinions of stakeholders such as principal officers, Ministries of Education Staff, Deans, HODs, and Students on impact of funding on the provision and management of sports activities in Colleges of Legal and Islamic Studies in Nigeria. Their opinions represent the mean scores of 51.247, HODs mean scores was 53.681 and Students mean score 51.364 against principal officers mean score of 40.270 and Staff of Ministries of Education means score 41.691 respectfully. This

finding could be attributed to field observations made by the researcher. For instance, it was observed that insufficient of funds affects the provision of other essential aspect of sports such as football, boxing, table tennis and athletes. Inadequate funding also affects the Colleges to provide enough sport facilities and all these make it difficult for the students to participate in any tournament organised and this affects their academic performance. This finding is in agreement with Arnhein (1981) who advocated for adequate funding for the provision and the utilization of good sport facilities. Udoh (2008) believed that if there is enough funds and good sport personnel, facilities like soccer-field, handball court, table tennis and other sport equipment would be provided for the students and the rate of participation in sports will not only be high, but the standard will rise and more skilled sportsmen and women would be produced. Olutola (1981) equally suggested that governments at Federal, State and Local levels should provide enough funds for these Colleges to improve the standard of sports in tertiary institutions like Colleges of Legal and Islamic Studies in Nigeria.

Discussion on impact of funding on the provision and management of sporting activities in Colleges of Legal and Islamic Studies in Nigeria, revealed that insufficient funds affects the provisions of sport equipment such as football, boxing ring, table tennis, hand-ball court, volley ball courts, etc. From the finding, it was also discovered that these colleges cannot pay the sports experts that handle vivid programmes on sports and re-creations.

The findings also revealed that some colleges provide sporting facilities to their students freely to encourage and discover the hiding talents among them and to expose them to situation outside the school environment. However, in some colleges,

students did not pay for the services but the available ones are not adequate enough for the students have to contribute money during any competition. This finding is in line with Strozier (1976), which affirmed that students in tertiary institutions pay for sporting activities but management and the government are to provide sporting activities to the students free of charge.

Majorities of students do not help the situation in term of sporting activities in these colleges. They mismanaged the available sport equipment and even vandalize in some cases. The government and their management therefore refused to provide sports equipment because of the poor attitude of these students on the management of these equipment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study dealt with the background to the study, statement of the problem, objectives of the study, research questions and hypotheses which assessed the opinions of the stakeholders on impact of funding on the provision and management of the students' welfare services in Colleges of Legal and Islamic Studies in Nigeria. The respondents were also identified to include principal officials such as Provosts, Bursars and Registrars of these Colleges, selected Ministries of Education Staff in Nigeria, Deans, HODs and Students from these Colleges and the Scope of the Study also covered Nigeria. The study also extensively presented the literature review related to the topic of the study. Conceptual frameworks on the component of the study were lengthily presented. The chapter was concluded by presenting empirical studies and summary of the chapter.

The research work of the study focused on the methodology and procedure used which shows the relevance of the study using descriptive and hypotheses testing on stakeholders' opinions. These include the design of the study which is survey design. The instrument used was well designed structured questionnaire made up of eight sections, each containing various items related to the study (seventy items). The first section contained the Bio-data such as Name of Institutions, Status, Gender, Years of Working Experience, Qualifications and others. The remaining seven sections covered sub-variables related to the seven formulated hypotheses. The study population and sample showed that a total of 4,116 respondents made of thirty-six (36) principal officers; two hundred and forty (240) staff of State Ministries of

Education; sixty (60) Deans; one hundred and eighty (180) HODs and three thousand six hundred students (3600). These students cutting across six geo-political zones of Nigeria, two states from each zone were used. The pilot study and reliability of the instrument showed that the instrument is reliable for the study. The method of the data analysis used for the study showed that both descriptive, inferential statistic and means were used for the data analysis. The Analysis of Variance (ANOVA) was used in testing the eight hypotheses at 0.05 level of significance.

The study also shows the comprehensive presentation, interpretation and discussion of data on the impact of funding on the provision and management of students' welfare services in Colleges of Legal and Islamic Studies in Nigeria. The result showed that there were significant differences in the stakeholders opinions in all the hypotheses tested. It further revealed that all services were available but inadequate and poor management of funds from college management of both state governments and private proprietors and finally, the study presented the Summary, Conclusion and Recommendations of the study as well as suggestions for the studies.

5.2 Limitation of the Study

Every empirical research study has one limitation of the others. This can be attributed to either coverage of the research or statistical tools used for data analysis. On the basis of above preamble, the following limitations are observed.

1- The study covered with colleges of legal and Islamic studies in Nigeria. The limitation here is that the research outcome cannot be generalized on the students welfare services in other tertiary institutions that are owned and financed by the Federal Government.

2- Another limitation of the study is that the researcher employed Analysis of variance (ANOVA) for the testing of hypothesis where as the use of frequency and chi-square can also be applied in the same area of study.

5.3 Contributions to the Knowledge:

Based on the findings and summary of this research, the following are the benefits the study:

1- The study revealed that provision of student welfare service in colleges of legal and Islamic legal studies in Nigeria were solely left in the hand of the management of these colleges but all state ministries of education have realized the need to establish a unity of the ministry in these colleges in collaboration with them.

2- The study revealed that inadequate of funding affected students welfare service like health, accommodation, security, common room, transportation and sports in some colleges but the funding was adequate for these services in other colleges.

3- The study also revealed that all aspects of students welfare service in these colleges are not adequately provided in some colleges while the service was adequately provided in some colleges.

5.4 Conclusions

Based on the analysis and interpretations of findings, from research questions and research hypotheses, it could be concluded that stakeholders had similar views regarding impact of funding on the provision and management of students health services, impact of funding on the provision and management of accommodation, and

on impact of funding on the provision and management of security services. Furthermore, they held similar opinions on impact of funding on the provision and management of students common room, the impact of funding on the provision and management of transportation, the impact of funding on the provision and management of guidance and counseling services and finally on the impact of funding on the provision and management of sporting activities in Colleges of Legal and Islamic Studies in Nigeria.

From the analysis and the results obtained in this study, it could be concluded that all respondents used in this study, such as the principal officers, Ministries of Education Staff, Deans, HODs and Students do not significantly differ in their opinions on impact of funding on provision and management of students' welfare services in Colleges of Legal and Islamic Studies in Nigeria. This led to the retention of seven formulated hypotheses for this study. The level of significance in the opinion of the respondents clearly showed that all the respondents accepted that there is significant impact of funding on provision and management of welfare services in Colleges of Legal and Islamic Studies in Nigeria. The study then comes out with the final conclusion.

i. Funds provided for the management of students health services are inadequate.
ii. Funds provided for the management of students accommodation are insufficient and mismanaged.
iii. Funds provided for the management of security services are not adequate, mismanaged and misappropriated.
iv. Funds provided for the management of students common rooms are inadequate.

v. Funds provided for funding and management of transportation are insufficient.

vi. Funds provided for the management of students counseling services are not enough and poorly managed.

vii. Funds provided for the management of sporting activities are inadequate and poorly managed.

5.5 Recommendations

Based on these aforementioned findings and conclusions of this study, it becomes imperative to advance the following recommendations for future improvement:

1. In order to make the colleges more effective, government should meet up the colleges estimates on financial allocation generally and most especially the capital expenditure. Also, government in various states should review upward the monthly subventions of the colleges in order to cater for student health services. Alternatively, the government should take over the payment of monthly salaries and allowances of staff in these colleges to reduce the burden of augmentation, so that the student health services can be improved in these colleges. The study revealed that funds provided by government for funding of Colleges of Legal and Islamic Studies in Nigeria are inadequate. Therefore, allocation of funds to these colleges should be steadily increased as to enhance effective funding and management of student health services.

2. Government in various states of the colleges should release special grants for capital project like student hostel accommodation, because there is need for improvement and construction of new student accommodation such as hostels and other important buildings. In the same vein, this study recommends that

the managers of funds available in Colleges of Legal and Islamic Studies in Nigeria, i.e. the Provost, Bursar and Registrar should not be appointed based on pre-requisite years of experience, alone, but in addition to the necessary years of experience they should possess necessary qualifications and quantities in order to make them sound in the planning and building of students accommodation.

3. It has become abundantly clear that financial resources available in the Colleges of Legal and Islamic Legal Studies in Nigeria, have failed to cope with the growth and demand of colleges particularly on the training and re-training of their security personnel which is an important aspect of educational development of these personnel's to meet modern security challenges. The study therefore recommends that the colleges management should use the available funds judiciously in order to make the colleges more effective and security conscious. The management of the Colleges of Legal and Islamic Studies should also look inward in generating more revenue internally from consultancy services in order to funds security services to face students security challenges in these colleges by the employment and appointment of able and skillful security personnel.

4. The involvement of the people of immediate community of the each of the colleges should be sensitized to the funding of the colleges in an attempt to provide students common rooms. This can be done by the philanthropies and it can be named after the donours, and the little funds available for these colleges should be managed properly for the renovation of the available common room. A well planned endowment fund to involve the colleges Governing Council,

Alumni Association, Student Union, Staff Unions (both Academic and Non-academic) should be established as an additional source of fund for the provision and maintaining of Student Common Room.

5. The study revealed that insufficient funds, strongly, affects the availability and maintenance of campus buses. The management of the colleges should therefore look at the possibilities of involving the stakeholders like Parents Teachers Association (PTA) in providing necessary students' welfare services such as transportations services to these colleges. Bus services in the colleges of legal studies in Nigeria need to be rejuvenated. The abandoned ones should be repaired for the services of the students to improve their welfare on the campus. Reputable and interested companies could be licenced to provide bus services within and outside the campuses.

6. In respect of Student Vocational Guidance Services, it is recommended that adequate funds be released by government and management for immediate services to enable the students be aware of the role of Hall wardens and Hall masters or Mistresses as counselors on their socio – psychological problem. Enough funds should be released to the counseling personnel's involved in the provision of student guidance services. They should be given adequate training to enable them perform more effectively and be more open and receptive to the students' counseling needs.

7. Adequate funds should be provided for sporting activities since sports not only help men in social adjustments, it is also a means through which self actualization of some students can be realized. The main – campus should be

provided with a sports centre while that of the mini – campus be renovated. The study therefore recommended that enough sports equipment should be provided to these colleges. The state governors of the Colleges of Legal and Islamic Legal Studies in Nigeria should increase the funds meant for distribution to these colleges in the country. The use of formula/single line budgeting should be replaced with the planning, programming and budgeting system. This will enable the government to give direct supervision to the students' welfare services.

5.6 Suggestions for Further Studies

For further studies, the following areas are suggested by the researcher:-

1. Impact of neighbouring communities on the provision and management of students' personnel services in Colleges of Education in Nigeria

The researcher is expected to carry out an investigation on the contributions of neighbouring communities in respect of adequate provision and management of students' personnel services to these students in Colleges of Education in Nigeria. Across the country, communities are working towards a common vision; to ensure that neighbourhood became places where all families thrive and have access to the supports, services and opportunities they need to ensure their children succeed. Whether inspire by events happening in a local community or catalyzed by an opportunity provided through a foundation or government supported initiative, communities are working to change the future for children and families. Its on this note that the communities must see to the adequate provision and proper management of the available students personnel services in Colleges of Education in Nigeria. This

is part of community decision-making which means shared commitment to achieve improved results for their children, families and neighbourhoods. It is also based on the notion that through effective partnerships, communities can develop and implement comprehensive plans that are calculated to ensure all families succeed.

2. Impact of budget planning and implementation of federal government on the management of Al-majiri school in Northern Nigeria

This researchable topic is to examine the effect of adequate and proper budgeting for maintenance of Al-majiri schools in the Northern part of the country. The Almajiri system of education in Nigeria as practiced today in the northern Nigeria is a completely "bastardized" system during the pre-colonial period. The system has been forced, especially with the coming of the British to the present pitiful state. During the pre-colonial era, begging was never involved and certainly the pupils were not reduced to doing menial jobs before they could eat. History has shown that, this system started in the 11th century as a result of the involvement of Borno rulers in Quranic literacy. Over seven hundred years, the Sokoto caliphate was founded principally through an Islamic revolution based on the teaching of the Holy Quran. These two empires runs similar Quranic learning system which over time came to be known as the Almajiri system. Three years after the present Nigeria government kicked off the Almajiri education in the north, records shows that many states in the region are yet to take off like Kwara State. Also, figures and available facts show a yawning gap in the level of implementators regulator of the sector.The research on this topic would assist the federal government on the need to be financially committed to this education programme so that the aims of the government could be realized positively.

3. Impact of funding on the provision and management of teaching and learning facilities in post-primary schools in Nigeria

A number of studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions support a strong academic programme in the school. A growing body of research has linked student achievement and behaviour to the physical building conditions and overcrowding. Decaying environmental conditions such as peeling paint, crumbing plaster, non-functioning toilets, poor lighting, inadequate ventilation and inoperative heating and cooling system affect the teaching and learning as well as the health and the morale of staff and students. The research would help the stakeholders in education to see the inadequate of school facilities as a major problem that can affect the academic performance of staff and students as well as other variables such as student socio-economic status, classroom temperature, low morale, overcrowding which make classroom condition very difficult for the students to concentrate on their lesson etc.

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APPENDIX 1
QUESTIONNAIRE ON THE OPINIONS OF RESPONDENTS ON THE IMPACT OF FUNDING ON THE PROVISION AND MANAGEMENT OF STUDENTS' WELFARE SERVICES IN COLLEGES OF LEGAL AND ISLAMIC STUDIES IN NIGERIA

Department of Educational
Foundation and Curriculum,
Faculty of Education,
A.B.U Zaria.
20th October, 2012.

Dear Sir/Madam,

REQUEST TO FILL Ph.D. QUESTIONNAIRE

This questionnaire is the instrument for a doctorial study designed to elicit information on the **Impact of Funding on the Provision and Management of Students' Welfare Services in Colleges of Legal and Islamic Studies in Nigeria.** It is aimed at improving the welfare of the students in these colleges in the country and to let the state government and other proprietors be aware of the problems facing these colleges in their state(s).

You are therefore requested to kindly complete the questionnaire by given your candid and honest opinion on each of the items as contained in it. This is purely an academic exercise, as such, your responses will be treated in strict confidence. You are neither required to write your name nor sign this questionnaire.

I am very grateful for your anticipated cooperation.

Yours faithfully,

OLOKOBA, Abdullahi Ayinla

SECTION A: Bio-data (Personal)

Please tick (√) in the appropriate box that relates to you.

1. Name of the institution:…….

2. Status:

(a) College Provost ( )

(b) College Registrar ( )

(c) College Bursar ( )

(d) College Deans ( )

(e) College HODs ( )

(f) Official of the MOE ( )

(g) Students ( )

3. Gender:

(a) Male ( )

(b) Female ( )

4. Years of Working Experience:

(a) 0 – 5 ( )

(b) 6 – 10 ( )

(c) 11 – 15 ( )

(d) 16 – 20 ( )

(e) Not applicable ( )

5. Qualifications:

(a) NCE/ND ( )

(b) HND and First Degree ( )

(c) Master Degree ( )

(d) Ph.D. ( )

(e) Not applicable ( )

SECTION B

Please indicates the answer of your choice by putting a tick (√) in the appropriate place.

Key:

Strongly Agree	**-**	**SA**
Agree	**-**	**A**
Undecided	**-**	**U**
Disagree	**-**	**D**
Strongly Disagree	**-**	**SD**

Impact of Funding on the Provision and Management of Health Services in Colleges of Legal and Islamic Studies in Nigeria

S/N	Item Statement	SA	A	U	D	SD
1	Shortage of funds can affect provision of health facilities in the college.					
2	There is enough funds to maintain the laboratory equipment to carrying out tests in the college					
3	Shortage of funds affects provision of students' health services in the college and this makes their students to seek for alternative health services outside the college.					
4	Adequate funds are provided for proper maintenance of college environment against malaria and other diseases in the campus to prevent the outbreak of communicable diseases in the college.					
5	Insufficient fund affects provision of drugs to my college clinic, and poor state of health of the students					
6	Enough funds are provided for the management of my college clinic, and students have assess to free medical attention					
7	Inadequate funding affects health services in my college and this leads to poor quality of services to the students					
8	Enough funds improved the standard of the college clinic and the provision of drugs.					
9	Sufficient funds encouraged training and re-training of health officers inform of study leave, seminar and workshop in my college					
10	Inadequate funding affects the training and re-training of health officers inform of study leave, seminar and workshop in my college					

SECTION C

Impact of Funding on the Provision and Management of Accommodation Services in Colleges of Legal and Islamic Studies in Nigeria

S/N	Item Statement	SA	A	U	D	SD
11	Inadequate funding affects the provision of accommodation in my college. This makes students to adopt day system which eventually affects their performance					
12	Sufficient funds makes provision of adequate and comfortable accommodation easier to the students in my college					
13	Shortage of funds affects facilities provided in the college hostels which they are grossly inadequate to meet the needs of the over – crowded population.					
14	Sufficient funds encourages the renovation of students' rooms and reduces accommodation problem for the students					
15	Shortage of funds incapacitated the management of my college to provide accommodation for students and this affects them academic pursuit in the college					
16	Inadequate funding affects the expansion of residential halls in my college. This leads to overcrowding, epidemic outbreak and any other accommodation hazards					
17	Enough funds are provided by the government/proprietor in my college for the building of accommodation in the colleges to improve students' academic performance.					
18	Shortage of funds encouraged day system by the management. This affects student mutual relationship in the college					
19	Insufficient funds affects the provision of good accommodation in my college by the management. This makes students look for alternatives elsewhere					
20	Adequate funds are provided by both government/proprietor and management for the building and renovation of students accommodation in my college. This gives room for better academic performance of the students					

SECTION D

Impact of Funding on the Provision and Management of Security Services in Colleges of Legal and Islamic Studies in Nigeria

S/N	Item Statement	SA	A	U	D	SD
21	Enough funds enables security men to be involved in active patrolling, surveillance and maintenance of law and order assignments in the college. For the safety of life and property					
22	Inadequate funding affects the recruitment of more personnel in the college. This allows intruders freely into the campus					
23	Sufficient funds help the security unit to train their personnel and well equipped to curb all sorts of crimes. This makes my college environment secured for academic activities.					
24	Lack of sufficient funds to the security unit promotes all forms of social maladies such as cultism, examination malpractices, stealing and others vices in the college					
25	Adequate funds encourages good security network within the college campus. This make campus a free democratic settlement					
26	Sufficient funds by government/proprietor enable the colleges to train and re-train their security men. This improves the quality of services rendered to the college					
27	Insufficient funds affects security services provided by my college. This makes most of the college facilities to be unsafe					
28	Shortage of funds affects the provision of security gadgets to protect school facilities.					
29	Enough funds are provided to recruit able and qualified security personnel. This makes security network more reliable in the college					
30	Lack of enough funds affects the payment of security allowances, such as overtime, hazard etc. This reduces the morale of the personnel					

SECTION E

Impact of Funding on the Provision and Management of Students Common Room in Colleges of Legal and Islamic Studies in Nigeria

S/N	Item Statement	SA	A	U	D	SD
31	Insufficient funds from the government/proprietor affects the structures of the building such as lecture rooms, lecture theater hall, staff accommodation in the college. This makes teaching and learning very difficult for the students					
32	Parents Teachers Association (PTA) assists in the provision of enough funds for the development of physical facilities such as building of lecture rooms, libraries, laboratories in the college. This has improved the availability of lecture rooms and other facilities					
33	Enough funds from the government/proprietor enables my college to carryout maintenance and repairs of school facilities. This has improved academic standard of the students					
34	Inadequate funding affects the renovation of the collapsed facilities in the college					
35	Enough funds from the government/proprietor from time to time encourages renovation and replacement of damaged facilities. This encourages students academic performance					
36	Short of funds affects good relationship between community and the management of my college, the progress of the college in terms of school facilities such as building of classrooms, hostels accommodation etc.					
37	Sufficient funds is provided for maintenance of the available school facilities such as payment of light bills, provision of stand-by generator and good water supply etc.					
38	Shortage of funds affects the regular payment of contractors that handled the college building facilities. This affects the quick completion of the project					
39	Adequate funds are regularly provided for equipping the building facilities with ICT commutations such as computers, internet, cybercafé, telex, e-mail, radio and television, etc.					
40	Shortage of funds affects the provision of lecture rooms teaching communication gadgets such as PowerPoint, public address system into these building.					

SECTION F

Impact of Funding on the Provision and Management of Transportation Services in Colleges of Legal and Islamic Studies in Nigeria

S/N	Item Statement	SA	A	U	D	SD
41	Inadequate funding affects the proper maintenance of the college school buses. This makes the intral and inter service of these buses very difficult					
42	Enough funds are provided by the government/proprietor for the provision and management of transport facilities like motorcycles, buses, etc facilitate free movement from one point of lecture to another.					
43	Inadequate funding encourages motor cycle businesses which bring about insecurity within the campus.					
44	Insufficient funds to buy buses increases introduction of motorcycle business within the campus as promotes free movement from one place to the others.					
45	Shortage of funds affects proper management of transportation services of schools or departmental within the college					
46	Enough funds promotes effective monitoring of the transportation services by the committee constituted in my college					
47	Insufficient funds to provide transportation services by my college increases the fare charged by private transporters which is often too exorbitant.					
48	Enough funds is required to buy college buses by the government/proprietor encourages proper management and control of private transportation. This has created fear in the campus					
49	Lack of funds affects transportation system in the college, leading to poor planning and management					
50	Enough funds from the government/proprietor encourages the management of my college to control over-speeding and traffic holdup in the campus. This encourages easy movement within the colleges					

SECTION G

Impact of Funding on the Provision and Management of Counselling in Colleges of Legal and Islamic Studies in Nigeria

S/N	Item Statement	SA	A	U	D	SD
51	Inadequate funding affects the Guidance and Counselling unit to contribute in moulding the lives and the students academic performances					
52	Sufficient funds encourages the Guidance and Counselling unit to develop the potentials of the students in my college. This makes students to identify the dos and donts of the colleges					
53	Enough funds are provided for Guidance and Counselling Unit to carry out counselling services for the students in areas such as choice of educational career, talks etc.					
54	Insufficient funds affects the training and re-training of personnel to enhance productivity and major assignment of Guidance and Counselling Unit in moulding of individuals students.					
55	Adequate funds enables the Guidance and Counselling Unit to offer enough assistance to discover and consult in some of the social vices on campuses. This makes students to avoid any forms of social vices such as cultism, etc.					
56	Inadequate funding affects the Guidance and Counselling Unit to play a preventive role in anticipation of problems of the students and forestalls difficulties.					
57	Enough funds allows Guidance and Counselling to organise counselling services for students on the students career talks. This makes students to identify their potentials and limitation					
58	Shortage of funds affects Guidance and Counselling Unit in organizing educational counselling for students in the college. This will afford the students to know their area of specialization					
59	Sufficient funds provided by the government/proprietor enables the Guidance and Councelling Unit to purchase all necessary documents and facilities needed for counselling					
60	Parents participated in funding of Guidance and Counselling through contribution of money for the purchasing of necessary materials. This makes students more conscious of their area of specialization					

SECTION H

Impact of Funding on the Provision and Management of Sporting Activities in Colleges of Legal and Islamic Studies in Nigeria

S/N	Item Statement	SA	A	U	D	SD
61	Sufficient funds are provided for students' athletic and games activities. This can lead to discovery of hiding talents of the students					
62	Insufficient funds affects the provision of sport equipment, such as football, boxing, table tennis, etc.					
63	Inadequate funding affects the good performance of the college in the various sports in terms of training and competition.					
64	Lack of funds affects the payment of sports experts handling vivile programme on sports and recreation.					
65	Enough funds enables the college to manage sports and recretional facilities.					
66	Inadequate funding affects the college in organizing a competition or tournament. This makes it difficult for the students to participate in games.					
67	Sufficient funds enables the college to provide sports facilities such as television sets in the common room.					
68	Insufficient funds affects the college in providing sport facilities to refresh the minds and brain of students					
69	Adequate funds enables the college to introduce all forms of sports to create friends and reduces conflicts and crisis					
70	Inadequate funding affects the college from providing them with recreation facilities on campus. This affects students participation in sports					

APPENDIX 2

List and Ownership of Colleges of Legal and Islamic Students in Nigeria

S/No	Institution	Ownership
1	Kwara State College of Legal and Islamic Studies, (CAILS) Ilorin	Kwara State Government
2	Aminue Kano College of Legal and Islamic Studies, (AKCLIS) Kano	Kano State Government
3	A.D. Rufai Colleges of Legal and Islamic Studies (CLIS) Missau	Bauchi State Government
4	Justice Fati Lami Abubakar College of Arts and Islamic Legal Studies, (CAILS) Minna	Niger State Government
5	College of Legal and Islamic Studies, (CLIS) Ringin	Jigawa State Government
6	Atiku Abubakar College of Legal and Islamic Studies, (AACLIS) Nguru	Yobe State Government
7	College of Islamic Legal Studies, (CILS) Yola	Adamawa State Government
8	College of Arabic and Islamic Studies, (CAIS) Yauri	Kebbi State Government
9	College of Legal and Islamic Studies, (CLIS) Sokoto	Sokoto State Government
10	College of Legal and Islamic Studies, (CLIS) Zamfara	Zamfara State Government
11	Mohammed Goni College of Legal and Islamic Studies, (MOGOCLIS) Maiduguri	Borno State Government
12	Yusuf Bala Usman College of Legal and General Studies, Daura (YUBUCLGS) Katsina	Katsina State Government
13	Simbiat Abiola Memorial College of Arabic and Islamic Legal Studies, (SAMCAILS) Ijebu-ode, Ogun State	Private
14	Wahab Folawiyo School of Arts and Islamic Legal Studies, Ikorodu Lagos State	Private
15	Memunat Arisekola School of Social Sciences and Islamic Legal Studies, Ibadan – Oyo State	Private
16	Muslim Community College of Arts and Islamic Studies, Onisha Anambra State	Private
17	Mohammod Anayo School of Social Sciences and Legal Studies, Abakaliki – Ebonyi State	Private
18	Oseni Momo College of Remedial and Islamic Studies, Auchi, Edo State	Private
19	Community College of Arts and Legal Studies, Elene, River State	Private
20	Al – Huda Islamiyah Legal Studies, Ogoja, Cross River State	Private
21	Maigari School of Arabic and Islamic Legal Studies, Lokoja, Kogi State	Private
22	Muyideen College of Arabic and Islamic Studies, Kulende Ilorin, Kwara State	Private
23	Abdulsalam Centre for Arabic and Islamic Studies, Jega, Kebbi State	Private

Source: Constitution of Colleges of Legal and Allied Institution Academic Staff Union (COLAASU)

APPENDIX 3

The Six Geo-Political Zones, Sampled States and Colleges of Legal and Islamic Studies in Nigeria

S/No	Geo-Political Zones	Sampled States	Colleges of Legal and Islamic Studies in Nigeria
1.	North Central	Kwara and Niger	1. Kwara State College of Arabic and Islamic Legal Studies, Ilorin 2. Justice Fati Lami Abubakar College of Arts and Islamic Legal Studies, Minna
2.	North West	Kano and Jigawa	1. Aminu Kano College of Legal and Islamic Studies, Kano 2. College of Islamic and Legal Studies, Ringim
3.	North East	Borno and Bauchi	1. Moh'd Goni College of Legal and Islamic Studies, Maduguri 2. A.D. Rufai College of Legal and Islamic Studies, Missau
4.	South East	Anambra and Ebonyi	1. Muslim Community College of Arts and Legal Studies, Onitsha 2. Momodu Anayor School of Social Sciences and Legal Studies, Abakaliki
5	South South	Cross-River and Edo	1. Al-Huda Islamiyah Muslim Legal Studies, Ogoja 2. Oseni Momo College of Remedia and Islamic Legal Studies, Auchi
6	South West	Ogun and Oyo	1. Simbiat Abiola College of Legal and Islamic Studies, Ijebu – Ode 2. Arisekola School of Social Sciences and Islamic Legal Studies, Ibadan

APPENDIX 4

List of Selected Staff and Students Based on Geo-political and Proprietorship

S/N	Geo-Political Zone	Name of Institutions	Proprietorship	Staff Selected	No of Students Selected
1	North Central	1. Kwara State College of Arabic and Islamic Legal Studies, Ilorin	Government	Provost – 01 Registrar - 01 Bursar – 01	(1) 300 students
		2. Justice Fati Lami Abubakar College of Arts and Islamic Legal Studies, Minna	Government	Deans – 05 HODs – 15 MOE – 20	(2) 300 students
2	North West	1. Aminu Kano College of Legal and Islamic Studies, Kano	Government	Provost – 01 Registrar - 01 Bursar – 01	(1) 300 students
		2. College of Islamic and Legal Studies, Ringim	Government	Deans – 05 HODs – 15 MOE – 20	(2) 300 students
3	North East	1. Moh'd Goni College of Legal and Islamic Studies, Maduguri	Government	Provost – 01 Registrar - 01 Bursar – 01	(1) 300 students
		2. A.D. Rufai College of Legal and Islamic Studies, Missau	Government	Dean – 05 HODs – 15 MOE – 20	(2) 300 students
4	South East	1. Muslim Community College of Arts and Legal Studies, Onitsha	Private	Provost – 01 Registrar - 01 Bursar – 01	(1) 300 students
		2. Momodu Anayor School of Social Sciences and Legal Studies, Abakaliki	Private	Deans – 05 HODs – 15 MOE – 20	(2) 300 students
5	South South	1. Al-Huda Islamiyah Muslim Legal Studies, Ogoja	Private	Provost – 01 Registrar - 01 Bursar – 01	(1) 300 students
		2. Oseni Momo College of Remedia and Islamic Legal Studies, Auchi	Private	Deans – 05 HODs – 15 MOE – 20	(2) 300 students
6	South West	1. Simbiat Abiola College of Legal and Islamic Studies, Ijebu – Ode	Private	Provost – 01 Registrar - 01 Bursar – 01	(1) 300 students
		2. Arisekola School of Social Sciences and Islamic Legal Studies, Ibadan	Private	Deans – 05 HODs – 15 MOE – 20	(2) 300 students
				Principal officers– 36 Deans – 60 HODs – 180 MOE – 240 } 516 staff	3,600 students
Total					**4,116**

APPENDIX 5

Result of Pilot Test for Two Colleges of Legal and Islamic Studies in Ikorodu and Elene

		Students			College Staff			Top Management			Ministries of Education		
S/No	**Name of the College**	**No Sent**	**No Returned**	**% Rate of Return**	**No Sent**	**No Returned**	**% Rate of Return**	**No Sent**	**No Returned**	**% Rate of Return**	**No Sent**	**No Returned**	**% Rate of Return**
01	Folawiyo School of Arts and Islamic Studies, Ikorody, Lagos State	400	370	92.5	6	6	100	3	3	100	10	10	100
02	Community College of Arts and Legal Studies, Elene, River State	400	358	89.5	6	6	100	3	3	100	10	10	100
	Total	800	720	90	12	12	100	6	6	100	20	20	100

APPENDIX 6

Six Political Zones of Federal Republic of Nigeria

North-West	**North-East**	**North-Central**
Jigawa	Adamawa	Benue
Kaduna	Bauchi	Kogi
Kano	Borno	Kwara
Katsina	Gombe	Nassarawa
Kebbi	Taraba	Niger
Sokoto	Yobe	Plateau
Zamfara		Abuja- FCT

South-West	**South-East**	**South-South**
Ekiti	Abia State	Akwa-Ibom
Lagos	Anambra	Bayelsa
Ogun	Enugu	Cross-River
Ondo	Imo	Rivers
Osun	Ebonyi	Delta
Oyo		Edo

Source: Federal Republic of Nigeria (2006) Population and Housing Census. List of Nations, States and LGSA, Abuja Nigeria

APPENDIX 7

Financial estimates and actual amount of allocation in Colleges of Legal and Islamic Studies in Nigeria between 2006 – 2010

No	Institution	2006			2007			2008			2009			2010		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	CAILS, Ilorin	42.09	18.29	48.45	83.50	52.48	62.85	101.48	64.69	63.74	103.82	76.84	74.01	110.66	70.37	63.59
2	AKCLIS, Kano	47.54	29.44	61.93	931.9	71.51	76.74	108.87	97.63	89.68	101.50	84.18	82.94	120.18	100.47	83.60
3	CILS, Missau	35.56	16.69	46.93	76.40	46.76	61.24	81.78	40.97	50.10	87.07	53.68	61.65	95.68	66.45	69.45
4	CAILS, Minna	51.33	46.69	90.96	87.01	79.97	91.91	93.32	64.95	69.60	98.92	65.26	65.97	146.22	120.96	82.72
5	CLIS, Ringim	30.94	10.43	33.71	52.44	35.70	68.08	55.52	37.68	67.87	60.71	38.98	64.21	65.60	54.96	83.78
6	MCCAIS, Onitsha	27.48	15.69	57.70	56.93	52.89	92.90	77.71	53.91	69.37	79.52	65.72	82.65	83.92	48.47	76.72
7	MASSSL, Abakaliki	371.3	20.68	55.70	56.93	52.89	52.89	92.90	77.71	52.91	69.37	79.52	65.72	82.65	83.92	48.47
8	MOGOCLIS, Maiduguri	46.16	29.16	63.13	117.87	97.47	82.69	122.91	99.96	81.33	126.61	98.30	77.64	131.82	54.68	65.16
9	AILS, Ogoja	16.13	45.10	20.12	30.10	20.15	20.11	40.10	30.17	19.11	27.28	30.20	18.20	24.14	30.30	18.20
10	OMCRILS, Auchi	20.10	17.20	14.12	42.08	30.10	25.17	35.20	33.15	20.40	30.14	32.10	20.22	30.20	27./30	22.10
11	SAMCAILS, Ijebu-ode	50.08	13.22	27.14	30.10	31.12	28.10	20.20	30.15	20.15	27.15	19.20	23.11	37.20	28.30	25.20
12	ASSILS Ibadan	27.10	15.14	16.20	18.10	17.10	30.20	18.15	18.20	30.14	33.40	15.20	30.40	33.40	31.30	34.20
	Total	**745.81**	**247.73**	**531.09**	**1,583.36**	**588.14**	**692.88**	**848.14**	**649.16**	**634.40**	**845.49**	**659.48**	**666.36**	**961.67**	**707.98**	**673.19**

Source: Bursary Department of each institution

Key:

1. College estimate
2. Actual amount of allocation
3. Percentage of actual amount of allocation

APPENDIX 8

Estimate on Expenditure in Colleges of Legal and Islamic Studies in Nigeria from 2006 – 2010

No	Institution	Financial year				
		2006	**2007**	**2008**	**2009**	**2010**
1	CAILS, Ilorin	42,087,137.00	83;500,690.00	101,475,846.00	103,823,000.00	110,660,792.00
2	AKCLIS, Kano	47,537,230.00	93,194,632.00	108,873,10.00	101,498,641.00	120,177,513.00
3	CILS, Missau	35,563,368.00	76,396,786.00	81,748,698.00	87,073,092.00	95,680,230.00
4	CAILS, Minna	51,325,211.00	87,008,524.00	93,315,445.00	98,924,986.00	146,224,689.00
5	CLIS, Ringim	30,938,456.00	52,436,619.00	55,515,653.00	60,708,706.00	65,598,785.00
6	MCCAIS, Onitsha	27,484,271.00	47,252,211.00	53,596,786.00	.57,255,657.00	63,147,957.00
7	MASSSL, Abakaliki	37,130,424.00	56,934,191.00	77,713,896.00	79,518,260.00	83,918,726.00
8	MOGOCLIS, Maiduguri	46,164,890.00	117,866,060.00	122,907,478.00	126,607,266.00	131,824,993.00
9	AILS, Ogoja	20,130,101.00	21,561,211.00	40,111,310.00	31,211,231.00	20,221,111.00
10	OMCRILS, Auchi	23,1110.221.00	27,184,111.00	35,120,120.00	33,130,211.00	31,311,211.00
11	SAMCAILS, Ijebu-ode	20,164,320.00	25,111,120.00	33,130,131.00	35,110,100.00	40,111,201.00
12	ASSILS Ibadan	18,222,120.00	25,110,222.00	41,211,120.00	30,311,201.00	41,114,114.00
	Total	**399,858,749.00**	**713,556,377.00**	**844,719,793.00**	**865,172,351.00**	**949,991,322.00**

Source: Bursary Department of each College