# IMPACT OF FUNDING ON QUALITY EDUCATION IN AHMADU BELLO AND NASARAWA UNIVERSITIES, NIGERIA 2001-2009

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**BEING A DISSERTATION SUBMITTED TO SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN PUBLIC ADMINISTRATION**

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## DECLARATION

I declare that the work in thisThesisentitled **"Impact of Funding on Quality Education in ABU and Nasarawa Universities, Nigeria 2001-2009"** has been carried out by me in the Department of Public Administration. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis was previously presented for another degree or diploma at this or any other Institution.

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|---|---|---|
| **TijjaniAliyu ADAMU** | **Signature** | **Date** |

## CERTIFICATION

This is to certify that this Thesisentitled **IMPACT OF FUNDING ON QUALITY EDUCATION IN AHMADU BELLOAND NASARAWA UNIVERSITIES,NIGERIA 2001-2009** by TIJJANI,ALIYU ADAMU meets the regulations governing the award of the degree of Doctor of Philosophy (Ph.D) of theAhmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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## DEDICATION

This Thesis is dedicated to Almighty Allah and our beloved Prophet Mohammed (S.A.W).

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## ABSTRACT

*University education has continuously deteriorated since late 1980's due to unprecedented system expansion and enrollment explosion which drastically reduced government ability to adequately fund the system. This dissertation investigated impact of funding on quality university education in two selected Nigeria universities: Ahmadu Bello University, Zaria (A Federal University) andNasarawa State University, Keffi (A State university), covering the period between2001-2009. The research objectives includes determining funding pattern of the two Universities; to ascertain if funding has improved the quality of teaching, research and also to ascertain if funding has actually impacted on infrastructure in the two universities. Descriptive method employing survey device, questionnaire method augmented with interview and observation techniques were used to collect data from primary and secondary sources. Spearman's correlation analysis and chi-square were used to test the four hypotheses which are as follows: "There is no significant shortfall between fund requirement and fund provided to the two universities; training and quality manpower does not depend on government funding; for the universities ability to establish and maintain infrastructure does not depend on funding position by government; and lastly, funding is not instrumental to universities capacity to mount academic programmes". The study among other things found that there is a wide gap between funds requirement and funds provided to the two universities; and also the universities ability to train quality manpower is directly related to funding provisions by government. The study recommends that should adopt a proactive investment strategy to generate funds for financing university education instead of relying heavily on government grants. Universities should also institute a system of budgeting that is performance based which would yield optimal result to the universities. Also they should collaborate with private sector for joint funding and management of services.*

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# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

It is commonly presumed that formal schooling is one of several important contributors to the skills of an individual and to human capital. It is not the only factor asparents, individual abilities and friends undoubtedly contribute as well. Schools nonetheless have a special place, not only because education and 'skill creation' are among their prime explicit objectives, but also because they are the factors most directly affected by public policies. It is well established fact that the distribution of personal incomes in society is dependent on education people have had. Generally speaking more schooling means higher lifetime incomes. These outcomes emerge over the long term. It is not people's income while in school that is affected, nor their income in their first job, but their income over the course of their working life. Thus, any noticeable effects of the current quality of schooling on the distribution of skills and income will become apparent some years in the future, when those now in school become a significant part of the labour force (Samuel, 2010).

The term "Education" referring to learning or knowledge acquisition by means of skillful combination of alphabets "literacy" has long been a familiar instrument for passing civilizations and socio-cultural norms and traditions from one generation to another among Nigerians, especially in the northern part of the country with its long tradition of Ajami literacy (Tibendirana, 2003).

Western education with its intellectual tradition of organized formal learning institutional framework designed to impact diverse knowledge, skills and aptitude was brought to Nigeria through missionaries and their colonial administrators in the later part of 19th century.

Indeed, colonial education in both British and Francophone sub-Sahara Africa was initially minimal in content mainly designed to produce local clerks, administrative aids and limitedly skilled technical assistants. (Aina, 1994). Graduates of this pioneer education system became the first sets of indigenous intellectual and political elites and they later constituted nationalist that were to demand for reform of the educational system to make it veritable instrument for economic and political development. They challenged the Government to change her "minimal" education policy which made the British colonial Government to leave many schools in the hand of the missionaries while colonial Government funded few schools. The policy of the colonial Government at the initial stage was to give grants to mission schools rather than expand the system.

Although western education was introduced into Nigeria territories at Lagos, Calabar and other coastal cities in 1840s, in the Northern part of the country which were predominantly Muslim population, it was prohibited until colonial effective occupation and British rule. This is responsible for disparity in the North South education level. Eventually, in the North, the numbers of pupils who registered for primary school went from 66,000 in 1947 to 206,000 in 1957, in the West (mainly Yoruba land) from 240,000 to 983,000 and in the East from 320,000 to 1,209,000 within the same period. Secondary level registrations went from 10,000 for the country as a whole in 1947 to 36,000 in 1957. Ninety percent of these figure were in the south. In the post 1940 period, the colonial administration yielded to the incessant demand for establishment of an indigenous university which the nationalist believe was to help the emerging

nation build up capacity to develop and manage their resources and alleviate poverty. The university was believed to hold promise for local production of expertise and cadres of personnel to staff the Public service, the professions and industry, to serve national public interest by providing home grown leadership to spur national development (Saidyer, 2003, Raphael, 2007 p.1).

In response to the yearning of Nigerians, the colonial Government in the year 1943 set up the Elliot commission to report on the organization and facilities of the existing centres of higher education in British West Africa, and to make recommendation regarding future university development in that area (Fafunwa 1974 p.144). In 1948, the university college Ibadan (UCI) was established following the Eliot commission's recommendation in Nigeria. The university college was affiliated to university of London after which UCI patterned her intellectual programmes even after it was accorded university status in 1962, and renamed university of Ibadan. University of Ibadan as a premier university obtained funds from two main sources. While the Nigeria Government provided 70 percent of the funds, the United Kingdom provided 30percent of the total recurrent cost. The university was well funded and between 1948 and 1954 Federal Government capital expenditure on UI was £3.6 million and total recurrent expenditures was £112, 269 (NUC, 2003). With the pressure for self emancipation getting intensive, the desire for university education which hold promise for a better life with good employment opportunity after independence made enrolment opportunity for Nigerians at the university of Ibadan grossly inadequate. This led to the adoption of Ashby commission report in 1959 to conduct an investigation into Nigeria's need in the field of post secondary school certificate and Higher Education over the next twenty years (1960-1980) (Fafunwa, 1974, p152).

The recommendation of Ashby commission led to the establishment of five more additional universities in Nigeria between 1960 and 1970. The Universities included the University of Nigeria, Nsuka 1960, Ahmadu Bello University, Zaria in 1962, university of Ife (now ObafemiAwolowo University) in 1962, and university of Benin in 1970. The fifth being University of Lagos established by Federal Government in 1962. All the six universities are referred to as the first generation universities in Nigeria. These universities were well funded by their regional Governments which establish them until 1975 when the Federal Government took over the funding responsibilities and established seven more universities within that period, between 1960-1973. The first generation universities performed wonderfully well and were adequately funded (Psacharapoulos, 1994).. At that time, tuition fees were charged according to various programs and the Federal Government released subvention to the universities regularly, and scholarship/bursaries were made available to poor students (Akintoye, 2008). Okebukola (2007) noted that there was no substantial difference between the amount requested by the universities and the amount received from the Government. Infact, it is observed that there were years in which the amount received was slightly higher than the amount requested for.

Ejiogu (1986) affirmed that the annual Federal grants to the first generation universities in the country at that time rose from $2.56million in 1963/1964 to $5.9million in 1968/1969. Also between 1960 and 1969, the universities of Ibadan and Lagos received 100% subsidies from the Federal Government of Nigeria. Apart from Government subsidy, other sources of funds for all the universities were occasional grants for research, individual donation and endowments (Fafunwa 1971). The establishment of new four second generation Universities at Port-Harcourt, Bayero University Kano, university of Jos and Maiduguri raised the number of Universitiesunder the Federal Government control and funding to 13 universities. Shina (2012:28) corroborated by

Onyeonoru (2007) observed that the year 1975 marked the beginning of the problem of university funding in Nigeria. In support of this view point, Ukeje (2002) confirmed that after 1975/1976 session ABU for the first time recorded shortfall of 20% in amount requested.

This development made Shina (2012) to inferred that there is negative correlation between funding of university education and establishment of more universities in Nigeria. Incidentally, World Bank study on problem of financing university education in the whole of Africa supported this inference. World Bank (2010), Infact this has been the strategic policy mistake Nigeria Government has insisted on making. The Government preference (policy) is always to establish new universities to solve access needs problems instead of increasing capacity of existing universities to accommodate enrolment explosion, which has been the bane of funding problem in Nigeria university system.

Simple economic reasoning would recommend building capacities of existing universities to accommodate mass enrolment needs instead of establishing new ones which would demand huge resource allocation, but the political leaders in Nigeria overtime usually did not base this strategic decision on economic rationality but on political expediency dictated by H.S Simon's satisfying policy framework (Simon 1967) Political expediency of distributive equity have always constrained the political leadership in Nigeria to establish more universities which they lacked political will to fund due to diverse policy decision areas competing for scarce essential resources. And because political rationality is a more determinant in policy decisions, Nigeria Government established nine more universities of technologies between years 1980-1990 and additional five more between 1991 and 2009. And ten new one in 2013. On the whole, Nigeria currently has 44 federally controlled Universities 34 state universities established and funded with intermittent funding assistance from the Federal Government.

The urge to provide access for undergraduate candidates have always led the Federal Government to establish new universities. The same problem led to the phenomenon of state universities and private university establishment. The frequent establishment of new universities have actually constrained financial allocation and weaken manpower morale, commitment, overstretched infrastructural resources and grossly reduced quality assurance in the university system (AU, 2006;Jibril, 2003).

The unprecedented rise in amount and number of funding responsibility of Federal Government predicated by increasing number of universities under control and funding of the Federal Government of Nigeria led to the reconstruction of National University Commission (NUC) through decree No1 of 1974 to serve as efficient statutory body (funding mechanisms or framework) for receiving block grants from the Federal Government and allocating them to Federally controlled universities in accordance with funding formula or parameters as may be laid down by the National Council of Ministers or Federal Executive Council, and to perform other functions. It must be noted that the original purpose of setting National University Commission (NUC) in 1962 based on Ashby commission recommendation of 1959 was to ensure undisputed control over the affairs of the universities, particularly in terms of finance, staff and courses (Fafunwa 74, 155, Shina 29).

Since the Federal Government of Nigeria adopted funding policy of allocating block grant which are separated into capital and recurrent grants, the funding mandate of the NUC has been in three dimensions viz:-

i Enquire into and advise the Federal Government on the funding needs, both recurrent and capital of university education in Nigeria and in particularly to investigate and study the financial needs of universities in order to ensure adequate provision

ii Receive block grants from the Federal Government and allocate them to Federal universities in accordance with such formula as may be laid down by the Federal Executive Council and

iii To take into account in advising the Federal and State Governments on university finances, such as grants that may be made available to universities by corporate bodies and institution both within and outside Nigeria (NUC 2011).

As a financial management policy framework of Nigeria university system, these funding parameters instituted by the Federal Government which are directed to NUC for implementation can be viewed as both policy and control measures to direct the affairs of Federal and state universities in terms of financial matters. Procedurally, the funding formula is usually initiated by NUC in consultation with the universities based on financial needs assessments of universities and later forwarded to the Federal Government for approval.

However, NUC also has responsibility for periodic review of the funding parameters for allocating finances to universities based on the approved funding policies by the Federal Government. The critical factors or criteria used overtime to determine fund allocation to public universities in Nigeria includes: the generation of the university that is, the year of establishment, Number of degree students admitted; Number of academic and non-academic staff; and ratio of science and humanities based discipline. These funding formula are being consistently reviewed to conform with exigency of a given funding policy (Shina 2012 p.29).

Okojie (2010) outlined funding criteria and rate as follows:-

I Capital grants on the basis of generation of university

ii Ratio of personnel costs to overhead 60:40

iii Library 10%,Research cost 5% and Capital 1% of the total subvention

iv Academic activities funding 60:40

vi Expenditure on administration 25% maximum and

vii Internally Generated Revenue (IGR) 10%

The conceptual framework (basis) that informed this funding formula is the normative input-based budgetary approach. Citing Hartnett (2000) the Word Bank (2010) study observed that:-

> The National Universities Commission of Nigeria has long employed a normative approach to input based budgeting for Nigeria Federal universities, in calculating an institution's budget recommendation, Academic staff members are derived from student numbers using normative guidelines for student-staff ratios that vary by discipline, likewise, administrative support staff members are determined from academic staff number using similar guidelines. Additionally 10% of each university "recurrent grants" is to be devoted to the development of the institutions library and 5% is earmarked for research (Word Bank 2010, 44).

Despite this array of deliberate planned schemes for fund allocation among universities and the internal university fund disbursement criteria, funding has remained the critical factor hindering efficient performance of Nigeria education system overtime. Infact, funding challenges have become the bane of quality university Education in Nigeria (Ezekweseli 2006)

Underfunding problems of Nigerian university were attributed to incessant establishment of universities from 1974 to the 2013, depression in the country's economy evident in the

downward trend in oil and non oil exports with rising import bills as well as abolition of tuition fees and the pegging of boarding or hostel fees (Odebiyi and Aina, 1999)

A cursory look at the Federal Government universities funding pattern and figures reveals encouraging and impressive rise but this excess funding figures could not make significant impact in changing underfunding situation because of enrolment explosion of degree students within the same time. (Okojie (2010) reported that in the year 2000,28, 206, 218 865.91 Naira was received as recurrent grants and 1, 936, 785, 632.00 naira was also received as capital grants for the entire 27 Federal universities within the year. While in 2009, 98, 028, 449, 198.00 naira was received for recurrent grants and 10, 571, 861, 732.00 was also received for capital grant for the entire 27 universities. Therefore, the percentage increase in recurrent grants between the year 2000 and 2009 was 247.54% and for capital grants was 445, 85%. Although the trends in Federal Government Universities funding figures revealed increased budgetary allocation to Federal Government universities, the amount is still inadequate in view of the rising demands and the fact that the percentage allocation given to education sector does not reach the UNESCO prescribed minimum budgetary allocation of 26% for developing countries (UNESCO 2002).

The inadequacy of the funding provision by the Federal Government of Nigeria is revealed glaringly not only because the budgetary allocation to education does not reach half of UNESCO minimum standard for developing countries but also because when compared to National budgetary allocation to education in some Africa countries, Nigeria lag quite behind.

> The Nigerian universities system lacks the financial resources to maintain education quality because Nigeria's recent allocation share for education diverges sharply from regional and international norms. For example UNESCO report (2000) indicates that for 19 other countries of sub-Saharan Africa education expenditures average 5.1 percent GDP and 14.3% of Government expenditure (Hinchiffe, 2002), In fact, Nigeria's

> funding efforts of education is low and its budgetary priority for education sector is even low (Oyo Sobowale2011.2).

The implication for underfunding of university education has devastating spiral effects on the university system itself and the entire education sector because the university is the centre nerve of education system and stake holders of all other levels of education; secondary and primary school Levels and other tertiary levels like polytechnic and colleges of education directly receives their education from universities. Specifically low funding of education in Sub-Sahara Africa according to Word Bank (2010) has;

> An adverse impact on the quality and relevance of education programs. Africa is the only region in the world that has experienced a decrease in the volume of current public expenditure per student (30% over the last 15years). Universities are finding it increasingly difficult to maintain teaching staff, lecture Halls are overcrowded, and buildings are falling into disrepair, teaching equipments are not replenished, investment in research and training for new teachers is insufficient, and many teachers must supplement their incomes by providing services to the private sector. At worst, the lack of resources may lead to students' protest and strikes that jeopardize the completion of the academic year" Word Bank (2010).

The above scenario is what Babalola (2001) described as crisis situation in Nigeria education system. Lack of adequate funding has clearly impaired the performance and standard of Nigerian universities as the vicious circle of adequate funds, helplessness, frustration and recrimination is continually fed in a mutually reinforcing manner(Kayode2002).

To reinvigorate university funding capacities in order to restore efficiency and quality in university operations, various reform measures have been put in place since 1990s. (Christiana 2011, p.75). The most outstanding innovation introduced to boost university funding is the establishment of Education Trust Fund (ETF). The Education Trust Fund (ETF) was established in 1991 to facilitate the execution of projects aimed at improving the quality of education in Nigeria. In order to generate sufficient funds, the Act which established it imposed 2% education

tax on the assessable profit of all registered companies in Nigeria. And currently the ETF is a major source of funding for the various institutions in the country. The ETF has been directed by Federal Government to assist universities commence, complete, and rehabilitate capital projects in the institutions. ETF is also currently the Source of special intervention to develop six Nigeria's Federal universities into world-class institution by providing and upgrading the facilities for teaching and research, and development of the requisite human capital. Bamiro and Adedeji (2010) observed that it is the desire of the Federal Government that the selected universities will improve their ranking after the implementation of the various projects.

Although Federal Government have put embargo on collection of tuition, universities on their own have also taken proactive stance to internally generate funds through collection of fees on university services such as Hostel accommodations, sports levy, medical registration, departmental registration, library, examination and non-refundable admission registration fees, ICT and other forms of fees to generate revenue internally.. Also introduction of part-time programs which are exorbitantly charged, especially diploma and postgraduate programs are designed to mope adequate revenues (Saint et al 2003).

The efforts of foreign grants such as Mac Arthur foundation, Carnegie, John D. and Catherine, world health organizations have contributed significantly in supporting Nigeria universities to reposition the performance. Petroleum Technology Development Fund (PTDF) has also contributed significantly to support chairs and researches in Nigeria universities, (Bamiro and Adedeji, 2010).

With these arrays of funding sources and the introduction of public private partnership (PPP) in services delivery in the universities, Nigeria universities are being reposition especially with

introduction of accreditation and ranking of universities for quality teaching and research assurance. It is on this background that this research is designed to investigate the funding pattern ofAhmadu Bello University, Zaria – a federal university and Nasarawa state university, Keffi within the time frame of 2001-2009.

The choice of these two universities in Northern Nigeria is based on their individual unique history and performance. Ahmadu Bello University, Zaria as the first Federal University in Northern Nigeria belongs to the First generation Universities in Nigeria and enjoyed a prestigious position of being the first and best citadel of learning in Northern Nigeria and Probably the largest University in Sub-Sahara Africa. Ahamdu Bello University, Zaria.Has enjoyed the prestigious states of the founder of many Universities such as Bayero University, University of Bauchi and Supporters of Jos, Maiduguri University.

On the other hands, Nasarawa State University is one of the pioneering state Universities in Northern Nigeria which has fastly developed beyond the scope of other state universities in the North. Established in the year 2001,the University has rapidly grown in infrastructural facilities, manpower and academic programmes. This is due to the favourable education policy priority of the successive state leadership overtime. This has allowed the State University to enjoy favourable funding from the state government augmented by FG.

Nasarawa State University has started running wide ranging post-graduate programmes in diverse field of specialized. While many State Universities are still struggling to mount HonourProgrammes which have not been satisfactorily accredited by NUC.

The enviable intellectual development and monumental structural growth of these two universities made them appropriate comparative case field for investigation of funding pattern and its effects on quality education in Nigeria university system.

The time frame of 2001-2009 is a critical period that witnessed diverse reforms and innovations designed to reposition university education funding to resustate quality assurance in the system. The time frame is therefore appropriate for assessment of the effect of new funding pattern on quality education provision and impact.

## 1.2 Statement of the Research Problem

The problem of underfunding has been a major challenge to university administration and the performance of the entire education sector in Nigeria for a long time (Emmanuel, 2010).Manifestation of poor funding is suspected to have produced negative effects on human capacity and infrastructural capacity, teaching and research output, content and quality academic publication, programs and products (education standard), prestige and glory (Christiana 2011:75).

Education policy analysts have sought to explain causes of the lingering underfunding situation and its effects in Nigeria university system (Christiana, 2011). Many intervening variables have been unearthed along with drastic measures taken by the Federal Government to ameliorate the situation yet the malady lingers on (Emmanuel, 2010). This study critically examined the historical circumstance that produce the underfunding phenomenon, analyses underfunding dimensions and causes so as to properly appreciate public policy outputs design to remedy the situation. This research also assesses the impact of these alternative funding strategies applied to redress underfunding condition on the manpower capacity, physical infrastructure, programs,

teaching, research, publications and students' quality and the general quality assurance in university operation.

Why is that inspite of proactive alternative revenue generating innovations the level of university funding has not impressively appreciated to efficiently accommodate the growing needs for access and quality education in university system? What factor(s) are responsible for this non-response of university system to palliatives designed to resuscitate the system and what need to be done to establish sustainable financing in university education system?

This study will attempt to assess the impact of funding on quality education in ABU and Nasarawa universities, Nigeria in the light of the following questions: Is the funding due to Universities adequate and enhances staff motivation, training, quality research capable of graduating quality students in the selected Universities? Is the ability of these selected universities to establish and maintain appropriate infrastructure to run their academic programmes? How are these universities able to accredit academic programmes in their respective universities?

## 1.3 Research Questions

The research is designed to answer the following questions below:-

a. What was the funding profile of Ahmadu Bello University and Nasarawa State University during the period under study?

b. Has funding improved quality of teaching and research in the two universities?

c. Has funding impacted on the state of infrastructure in the selected universities?

d. Are the selected universities able to train and provide quality manpower using available funding at their disposal?

e. Are these selected universities able to run accredited academic programmes using the available funding at their disposal?

f. Has funding impacted on the provision of quality ICT materials and library facilities in the two selecteduniversities?

## 1.4 Objectives of the Study

The purpose of this research is to assess how funding affect the quality of university education in the selected Federal (ABU) and state (Nasarawa) universities in Nigeria. The specific objectives of the study include:

i. To determine the funding pattern of the two selected between the time frame of 2001-2009.

ii. To ascertain if funding has improve the quality of teaching and research in the two selected universities.

iii. To find out if funding has impacted on the state of infrastructure in the two selected universities.

iv. To establish if funding has any impact on the provision of quality manpower and training of Academic staff in the two selected universities.

v. To assess the ability of the selected universities to run accredited academic programmes.

vi. To ascertain if the selected universities will be able to establish and maintain quality ICT materials and Library facilities.

## 1.5 Statement of Hypotheses

The following hypotheses were tested in this study:

$H_{01}$: There is no significant shortfall between fund requirement and fund provided to the selected universities.

$H_{02}$: The ability of the selected universities to train quality manpower does not depend on government funding.

$H_{03}$: The ability of the selected universities to establish and maintain appropriate infrastructure does not depend on funding provisions by proprietors.

$H_{04}$: Funding is not instrumental to universities capacity to mount accredited academic programmes and conduct research in the selected universities.

## 1.6 Significance of the Study

University as the centre-nerve of education sector provides impetus to other levels of education sub-sector whose diverse products in conjunction with the university research and innovation build enviable economy. However, the level of funding to university education in Nigeria has been grossly inadequate to propel university education to enviable international standard of providing quality training and sound professional prospects to students in a highly competitive global economy. This cardinal fact compelled the need to understand the germane causes of persistence underfunding so as to reposition financial mobilization and utilization policies, alternative funding strategies and made this research significant and timely.

The research is necessary for critical appreciation of behaviours of public policy formulators, especially as it relate to understanding the rationale behind Governments preference of neo-liberal idea of prioritizing primary education at the expense of university education. The study also helps to unearth the salient problem of internal management system that inhibits efficient financial resources management for sustainable university financing. The research will proffer alternative funding strategies and performance based financing devices that would help solve underfunding problems and restore quality and glory to university system.

The study observed that many research and academic papers have been written on the subject's matter of university administration, especially on curriculum, teaching methods but these did not focus directly on funding especially as it relates to funding impact on quality education. For instance, Judith (2005) "Managing Fiscal and Budgetary Crisis in Nigeria University(1986-2001) focused mainly on the mismatch between revenue and expenditure of the university in the perspective of a financial manager. The study did not address the effect of funding profile on quality output of the university but centred on budgetary management strategies. Also Abdullahi (1998) "A study on the level of funding of Nigeria university system".An impact of increased enrolment on infrastructure. In his study, declined funding is incidental not instrumental to quality education.

However, this study is a unique endeavor as it focus its analytical searchlight on funding pattern, increase in demand supply gap for enrolment, deteriorating infrastructure amidst disenchanted manpower, brain drain and excruciating effects on quality output and assurance in Nigeria university system. More so, for attempting a comparative analysis of these variables in Federal and state universities, the research is unique and important.

The result of this study's investigation will be of tremendous benefits to the diverse stakeholders in education sector especially the university education sub-sector, education administrators, students, proprietors, academicians and politicians that formulate policies on education and other sectors of national economy.

## 1.7 Scope and Limitations of the Study

This research is in the policy area of public finance with a special focus on university education financing in Nigeria. The study analyses funding sources available to Federal and state universities in Nigeria, paying special attention to the pattern and quantum of block grants and subvention periodically allocated and disbursed to the universities through the buffering mechanisms of National Universities Commission. The budgetary framework of internal financial management within the universities were also examined to determine the effects of internal management efficiency on financial management or underfunding claims.

The effect of underfunding on university education quality is assessed based on the status of intervening variables such as infrastructure capacity, manpower quality and quantity, teaching and research output and quality, periodic academic publications and graduate competencies.

The timeframe of the study (2001-2009) is the apex crisis period of underfunding Nigeria university education, which led to introduction of innovative alternative funding strategies and partial deregulation of the system as drastic measure to increase provisions of university education (access) by private entrepreneurs. Whether the reforms and deregulation policy measures increased access as well as quality in university education system is a central quest of this research.

Also central to this research is the determination of comparative funding profile, the physical infrastructure stock, manpower stock, and capacity and motivation as well as output range and rank of the three categories of the selected universities. This justify the choice of one Federal university, one state university to furnish comparative assessment of the two different proprietors in funding university education in Nigeria.

The research is challenge by the reluctance of bursary officials of the two case field to provide relevant data relating to their periodic disbursement of finances to relevant units of the university system. This information was to allow the researcher compare total fund allocated to the universities with the actual expenditures. However, computation of various expenditures was obtained with difficulties and this was compared with the actual budgetary allocations to determine financial management efficiency of the university system, Financial constraints the researcher experienced in the scope of the research which otherwise would have allowed expanded field coverage to six universities located in three geopolitical regions of Nigeria; North, South and East.

Nevertheless, since all Federal and state universities in Nigeria share common funding profile and operational characteristics, this problem is fairly neutralized by the selection of the two selected case fields (AbiodunOyebanji 2011: 526)

## 1.8 Basic Assumptions of the Study

This study assumes that:-

1 University education is pivotal to the entire education system in Nigeria and that any trade –off that does not give university education priority funding will have devastating effects on all the sub-sector and levels of education system.

2 Successive Governments and leadership in Nigeria had adequate funding capacity that would have funded and develop university education to an enviable international standard and glory but have been mesmerized by the neo-liberal ideas of the Word Bank which instructed them to privileged primary education against university education.

3 Historical antecedent reveled that underfunding and quality challenges in Nigeria university education system are direct function of system expansion which has not been associated with adequate funding.

## 1.9 Definition of Concepts

### Funding

The term funding in this research refers to the ramifications of policy instruments and quantum of financial resources allocated to universities in forms of grants, subventions including IGR sources and other financing mechanism designed by proprietor or Government directly or indirectly to provide needed finances to the universities. Since it is the diplomatic relationship between Government and other stakeholders in education sector such as foreign aids, scholarship endowment, these other sources are also regarded as funding sources availed to the universities

indirectly through Government policy. Government funding provisions that emanate out of innovation like the ETF funding derived from taxing national companies 2% of their profits, Petroleum Trust Fund, deregulations that allow private sector collaboration in joint funding of university services are considered as alternative funding mechanism. Even Governments desire to open-up the university system to allow for partnership in funding is a liberal policy instrument to run and manage public affairs effectively and the benefit thereof should be considered as the result of public policy thrust of the administration. However, the underfunding issues in this research refers to the phenomenon of insufficient or inadequate allocation of statutory funds to universities.

Funding challenges in other words also refers to situation of mismatch between the funds allocated to the universities with the financial needs of the universities. Underfunding situation, in the view of this study are therefore caused by expanding scope of universities due to establishment of new ones which are response to enrolment explosion or massification phenomenon.

**Quality University Education**

Education in this research refers to the process or activities by which human beings obtain or acquire effective knowledge and skills by which the beneficiary improve personal and societal wellbeing. University Education on the other hands refers to learning, knowledge and skills obtained from the highest level on citadel of education which is usually certificated by bachelor's or higher degrees and post graduate diploma. University Education is usually considered the most prestigious education that give assurance of employment in the highest paid public and private sector workplace.

The concept quality university education in this research implies standard education, characterized by high quality inputs and outputs (graduates). In this study, the determinant of quality university education are the availability of human capital, physical infrastructure and academic programmes (inputs) in the right quantity and quality, efficient utilization of these inputs is believe by this research to produce quality teaching, research and publications (outputs). Hence, the causal relationship between funding and quality education is in the view of this research derived from the fact that optimum funding would influence availability and utilization of the inputs which will create good product in such a way that one can hypothesize that good funding good education output.

# CHAPTER TWO

# LITERATURE REVIEW AND THEORETICAL FRAMEWORK

## 2.1 Introduction

This chapter provides a general overview of the research where concept of funding on quality education was extensively discussed, various literature related to the topic under investigation was critically reviewed and examined.

## 2.2 Literature Review

Finance is the life wire of corporate management in public and Private sectors of all economies. Historical antecedents of university education funding in Nigeria has however indicated that funding is both an economic and political expression of the state. As a political expression (instruments) of the state, funding is used to determine who get what, where, when and how much among sectors of the economy. As an economic expression of the state (economic policy), funding represent the efficient planning and equitable distribution of scarce state resources between competing ends in the economy. This is why Abubakar (1997) observed that public budget is the centre point of politics and macroeconomic decisions. Budgetary allocations are indeed constrained by both political considerations of distributive justice as well as economic efficiency considerations. Hence, whenever, the Junta position of economic and political constraints comes into play in university education funding in Nigeria, political consideration often had the upper hand. This is not only because other competing sectors or functions of the state economy deserve fair share if not equitable allocation but also because funding has become instrument of political control (taming) of the intelligential in university communities who are want to criticize at international and national arena every government policy.

Economic optimization of resources allocation into sectors or activities with promising returns has often been difficult decision in public resources management arena (Simon, Ndan, 2007). Although the ample advantage of pay off and trade off accruable from such tactical decisions are recognized by public managers, they have much sympathy and preference for political considerations because of the intricate issues of political accountability and distributive justice, as well as the implications of such trade off to the ruling party in her ability to win next elections.

Pitching political Considerations at the expense of economic efficiency in a locational decisions of funding university education usually send centrifugal effects on diverse ramifications of the state economy; competent manpower with the right knowledge, skill and aptitude are compromised along with innovations and good products that are the derivative array of university education output. Moreover, refusal to prioritize university education in funding severely undermines the efficiency of other sub-sectors of education which cannot function optimally because of the inextricable operational linkages and collaboration that characterize the education sector (World Bank, 2010:2).

In view of the foregoing theoretical basis, the political leadership in Nigeria overtime, has failed to appreciate the contextual meaning of "adequate funding" which university community has consistently canvassed for. This is more so that over the years (since late 70s) budgetary allocations have been bitterly criticized for being "inadequate" by ASUU even when there are years that allocation show significant appreciation from the previous amounts allocated. (Raymond, 2007:6).

If the word “adequate funding” is taken to mean “sufficient” funding, its operationalization may not be possible in competitive political allocation decision scenario like public budgeting. If however, “adequate funding” is taken to mean “satisfactory” level of funding that can make the university functions effectively! Here too there still lies the problem of what amount is considered satisfactory allocation in the perspective of government and in the perspective of university community often represented by ASUU.

This critical controversy has been the bane of university education funding in Nigeria. The national university commission (NUC) established as a buffering mechanism between government and university community in Nigeria should have been able to resolve this stalemate through the Need Assessment of Universities, but NUC has also been entangled in the quagmire of playing politics with university education funding (Raymond, 2007). This is the state of the art, however, the impending literature research will shade more light on the phenomenon and provide theoretical base for the research.

### 2.2.1 The Concept of Funding

Funding is the common concept used for the process of providing financial resource for particular operations or activities. Wikipedia (2012) see funding as the act of providing resources usually in form of money (financing) or other values such as effort or time for a project, person, a business, or any other private or public institutions. Wikipedia added that the process of soliciting and gathering fund is known as fundraising. Thus, university education funding can be seen as the act of providing financial resources to administer operational activities of universities.

In all the post independence constitution of the federal republic of Nigeria, (1979), 1989, 1990 etc) education is on the concurrent list of federal, state and local governments and each level of government is expected to fund educational institutions. Federal government is the major source

Of funds for federal universities, in Nigeria while the state universities are funded by their state proprietors who are assisted by grants from federal government through the National University Commission, a buffering mechanism that assist the federal government in coordinating the affairs of the universities (Federal, State, and Private) in the country.

> *Ninety percent (90%) of the total university funding is provided by the federal government while remaining ten (10%) is expected to be generated by the universities as internally generated revenue (IGR).*

Based on federal government directives to universities to internally generate 10% of their total revenue, universities in Nigeria have expanded the scope of their internally generated revenue to Include:

- Students fees/levies
- Grants
- Private sector contribution in form of endowments, gift and donations
- Commercial activities such as consultancy and other diverse initiatives.

To obtain substantial revenue to meet up with the 10percent mandate by the federal government has been challenging to universities, especially since the placement of embargo on tuition fees for undergraduate programme in 1978 and reiterated in 2002 (NUC, 2003).

However, the main source which Nigerian universities have come to rely on over a long period of time has been the 90% statutory budgetary allocation which are send to all the universities in

block grant distributed among the universities by the National Universities Commission (NUC) established as buffering organization in 1962 on recommendation of Ashby commission of 1959, and reconstituted through Decree 1 of 1974 (Shina, 2012:6).

According to Fafunwa (1974:p155) NUC was set up to have undisputed control over the affairs of the universities, particularly in terms of finance, staff and courses. NUC was therefore established initially as an advisory agency to ensure adequate funding of universities in Nigeria but was later reconstituted in 1974 as a statutory body for receiving block grants from the federal government and allocating them to the universities in accordance with such funding formula or parameters as may be laid down by the National council of ministers or federal executive council, and performing other related functions. The block grants are usually separated into capital and recurrent grants. Funding mandate of NUC are in the following three dimensions:

- Enquire into and advise the federal government on the funding needs, both recurrent and capital of public universities in Nigeria and in particular, to investigate and study the financial needs of universities in order to ensure adequate provision,

- Receive block grant from the federal government and allocate them to federal universities in accordance with such formula as may be laid down by the federal executive council, and

- To take into account in advising the federal governments on university finances such as grants that may be made available to universities by corporate bodies or institutions both within and outside Nigeria (NUC, 2011).

The federal government usually initiates funding formula or parameter which, NUC use to distribute block grant among the universities. The parameter which NUC revised periodically is based on the following factors;

- The generation of the universities which is determined by the year of establishment usually there are first, second, third, and fourth generation universities and state universities
- Number of degree students admitted by the universities
- Number of academic and non-academic staff and,
- Ratio of science and humanities based disciplines in the universities

The disbursement of fund to university is however based on the following criteria:-

- Capital grants on the basis of generation (year of establishment) of the university,
- Ratio of personnel costs to overheads, 60:40
- Library 10%, research cost 5%
- Capacity building 10% of the total recurrent minimum,
- Academic to non-academic funding 60:40
- Expenditure on central administration 25% maximum and
- Internally generated revenue 10%

To operationalize these allocation criteria or principle, NUC utilized budgeting strategy which Word Bank (2010) refers to as Normative Input Base Approach. Thus, NUC, in calculating a

university budget, recommendedthat academic staff numbers is derived from the number of students, using normative guidelines for student staff ratios that vary by discipline. In the same way, administrative support staff number is determined from academic staff numbers using similar guidelines.

The table below shows the trend of funding received by NUC and disbursed to universities between 1990-2009 based on the above outlined disbursement criteria:-

**Table 2.1; Funding of Federal Universities 1990-2009**

| Year | Budgeted(N) | Appropriated (N) | Released (N) |
|---|---|---|---|
| 1990 | 1,216,601,329.00 | 748,345,040.00 | 734,770,950.00 |
| 1991 | 1,453,291,051.00 | 779,342,391.00 | 783,816,895.00 |
| 1992 | 3,653,212,945.00 | 2,989,030,126.00 | 2,985,237,346.00 |
| 1993 | 5,075,859,925.00 | 4,532,229,830.00 | 3,801,529,278.00 |
| 1994 | 7,342,861,713.00 | 5,469,345,420.00 | 4,370,880,770.00 |
| 1995 | 11,328,520,905.00 | 6,392,648,852.00 | 6,056,784,806.00 |
| 1996 | 12,442,699,358.00 | 7,535,594,539.00 | 7,535,594,529.00 |
| 1997 | 15,820,155,501.00 | 7,059,178,565.00 | 5,348,173,942.00 |
| 1998 | 22,767,539,158.00 | 8,196,511,292.00 | 9,798,392,523.00 |
| 1999 | 40,884,109,125.00 | 10,507,388,580.00 | 11,831,930,271,98 |
| 2000 | 65,579,997,692.00 | 11,788,940,311.00 | 30,143,004,497.91 |
| 2001 | 68,911,759,219,11 | 31,844,324,846.42 | 32,646,410,861.00 |

| | | | |
|---|---|---|---|
| 2002 | 62,155,484,641,00 | 33,778,450,500.00 | 30,351,483,193.00 |
| 2003 | 78,762,123,727.00 | 34,411,319,280.00 | 34,203,050,936.00 |
| 2004 | 216,622,706,206.00 | 53,024,557,482.00 | 53,466,287,456.01 |
| 2005 | N/A | 62,215,631,536.00 | 58,275,967,608.72 |
| 2006 | N/A | 82,376,685,198.00 | 82,376,684,290.00 |
| 2007 | N/A | 90,565,259,337.00 | 90,565,259,337.00 |
| 2008 | 231,846,406,207.11 | 105,751,671,988.00 | 105,751,671,988.00 |
| 2009 | 300,675,850,200.00 | 106,485,800,512.00 | 106,485,800,512.00 |

Source: Adopted from (NUC, 20011)

A closer look at the trends in budgetary allocation between 1990 to 2009 reveal progressive increase in figures of the budget, total appropriation to the universities and the actual disbursed figures. This is impressive but when one considers the expansion in the scope of universities and the enrolment explosion in undergraduate courses, the inadequacy of funding will be glaring. For example, (Ajaye and Adeniyi, 2009) reveals an astronomical rise in students enrolment figure beginning from 1989/1999 session when the number of universities also increased. The total enrolment of undergraduate in Nigerian universities rose from 374,723 in 1989 to 967,970 in 2008. The writers observed that by World standard, the increase is quite high.

System expansion without commensurate expansion in funding efforts is responsible for commencement and perpetuation of underfunding problem in Nigeria universities. Commenting on the underfunding situation, that ensured in Nigeria university system in 1975 immediately after federal government of Nigeria established seven more universities to make up 13 universities, (Ukeje, 2002) said that was the beginning of the problem of underfunding in Nigerian University education. (Ukeje, 2000) further observed that after the 1975/76 session,

ABU for the first time recorded shortfall of 20 percent in the amount it requested from federal revenue. (Shina, 2012) observed that based on this eventful occurrence, it can be inferred that there is negative correlation between funding of university education and establishment of more universities in Nigeria. This inference was also supported by the Word Bank (2010) as the initiator of university underfunding problem in the whole of Africa. The National University Commission (NUC) also corroborated that student enrolment figures rose unprecedented posing greater challenge to the university system where underfunding has created overstretched resources (physical and human capital). (NUC, 2002).

**Table 2.2 Demand and supply of university education in Nigeria 2002-2007.**

| Year | No of Universities | Application | Admission | %Admitted | Total Unplaced |
|---|---|---|---|---|---|
| 1998/1999 | 39 | 537,226 | 64,176 | 11.9% | 473,050 |
| 2002/2003 | 53 | 994,381 | 51,843 | 5.2% | 942.335 |
| 2003/2004 | 54 | 1,046,950 | 105,157 | 10% | 941,793 |
| 2004/2005 | 56 | 841,878 | 122,492 | 14.5% | 719,386 |
| 2005/2006 | 75 | 916,371 | N/A | - | - |
| 2006/2007 | 76 | 806,089 | 123,62 | 15.3% | 679.846 |

Source: (Okeke, 2009).

The table below represents enrolment figures into Nigeria universities between 1960-2009

**Table 2.3; Enrolment in Nigeria Universities 1960-2009**

| Year | Number of Universities | Total Enrolment | % Increase |
|---|---|---|---|
| 1960/61 | 2 | 1395 | - |
| 1961/62 | 5 | 2406 | 72.47 |
| 1962/63 | 5 | 3,761 | 56.32 |
| 1963/64 | 5 | 5,106 | 35.76 |
| 1964/65 | 5 | 6,707 | 34.36 |
| 1965/66 | 5 | 7,709 | 14.94 |
| 1966/67 | 5 | 8,904 | 15.50 |
| 1967/68 | 5 | 7,058 | -20.73 |
| 1968/69 | 5 | 9,969 | 11.50 |
| 1969/70 | 5 | 14,468 | 49.23 |
| 1970/71 | 6 | 17,093 | 18.14 |
| 1971/72 | 13 | 48,698 | 184.94 |
| 1972/78 | 29 | 160,174 | 228.9 |
| 1999/-88 | 39 | 574,723 | 258.8 |
| 1989/99 | 51 | 810,220 | 40.98 |
| 2000/05 | 94 | 1,096,321 | 35.31 |
| 2008 | 95 | 1,600,251 | 38.71 |
| 2009 | 97 | 1,725,361 | 41.50 |

Source: Adapted from (Ajayiand Adeniyi, 2009).

Apart from the mismatch between access needs or enrolment explosion and funding provision that triggers underfunding problems in university education system, other multifarious or multi-dimensional problems sustain or perpetuate the malady. It is often observed that the quantum budgetary allocations to university education has been consistently grossly inadequate and too low when compared to allocations of other sub-Saharan African countries devoted to education.

**Table 2.4 GNP% Expenditure on Education for some African Countries**

| Country | Allocation (%) |
|---|---|
| Angola | 4.9 |
| Ghana | 4.4 |
| Kenya | 6.5 |
| Malawi | 5.4 |
| Mozambique | 4.1 |
| Nigeria | 0.76 |
| South Africa | 7.9 |
| Tanzania | 3.4 |
| Uganda | 2.6 |

Source: (Dive, 2006).

Apart from the deliberate policy of consistent refusal to prioritize education, Nigeria has no reason to lag embarrassingly behind small countries like Uganda, Malawi and Tanzania that are less endowed economically or resource wise. Ironically, Nigeria is one of the six highest oil producing nations in the world. Ranking of revenue profile of oil producing nations in 2005, reveals that Saudi Arabia has generated $163million, Russia %122million, Norway $63million,

Iran $47million, United Arab Emirates $46millio and Nigeria $45million, Kuwait $39billion, Venezuela $38billion, Algeria $36million, Libya $`28billion (Okecha, 2008).

Nigeria's 0.76% expenditure on education is less than 1% of its Gross Domestic Product (GDP) which is far below all African average of 18-14 and 4.68% for public expenditure on education and GDP respectively (World Bank, 2010). In Africa, only Ghana 30%, Uganda 27% and Cote d'voire 26.5% met UNESCO minimum expenditure of 26% on education (World Bank, 2010).

Although prevailing economic predicament have often been used as reason for underfunding of education, specifically, university education in Nigeria. Prevailing government behaviors overtime revealed that Nigeria governments successively lacked political will to adequately fund university education, even though there have never been a generally accepted rule for determining the level of aggregated funding to university system by government (Raymond, 2007). For example, in June 2001, the federal government of Nigeria entered into an agreement with the Academic Staff Union of Universities (ASUU) in which the issue of funding, basic salary, university autonomy and academic freedom and other matters were addressed. The agreement was predicated on the need for maintaining a university system with high standards which both the federal government of Nigeria (FGN) and ASUU agreed was necessary. On that basis, both parties agreed that the federal and state government would devote minimum of 26% of their annual budget to education in accordance with UNESCO guidelines for developing countries. It was also agreed that 50% of the 26% of the annual budget allocated to education be allocated to the universities, and that this target be met within three years (NUC, 2001).

In relation to the specific issue of funding, the issues that were negotiated under the agreement includes:-

1. The quantum of resources required to fund the university system adequately.

2. The sectoral allocation of recurrent funds

3. The Provision of restoration grant to enable universities to rehabilitate their facilities

4. Stabilization fund

5. Sources of fund, and

6. Other funding matters

In concrete terms, the agreement provided the quantum of resources required to fund the universities at adequate level as follows:

**Table 2.5 Analyses of Recurrent and Capital Expenditure to Federal Universities 2001-2003**

| Year | Recurrent Expenditure for Federal Universities | Capital Expenditure (N) |
|---|---|---|
| 2001 | N60billion | N20billion |
| 2002 | N66billion | N22billion |
| 2003 | N138billion | N24.20billion |

Source:(NUC, 2006)

The breakdown of how sectoral allocations according to (NUC, 2006) should be disbursed from the recurrent expenditure based on the need at that time are as follows;

I. Library 10%

II. Research grant 5%

III. Health service 5%

IV. Staff development 2.5%

V. Publications 2%

VI. Maintenance 10%

VII. Others 5.5%

Also restoration and stabilization fund was planned as follows:

**Table 2.6 Analyses of Restoration/Stabilization Funds 2001-2003**

| Year | Restoration | Stabilization |
|---|---|---|
| 2001 | 18.60billion | N6billion |
| 2002 | 22.17billion | N6billion |
| 2003 | 24.40billion | N6billion |

Source: (NUC, 2006).

On sighting the 2003 budget in December 30, 2002, ASUU in a press conference accused the federal government of violation of agreement and warned of impending crisis and possible strike action if the government did not take steps to address the issues in dispute (agreement).

Specifically, ASUU accused government that instead of moving the funding of education towards 26%, the 2003 budget further reduced the funding of education from 5.9% in 2002 to 1.8%, which is an all time low compared to 11.12% at the end of military rule in 1999. Another accusation is that government has provided no rehabilitation funds, no capital grant, no stabilization funds, government has unilaterally cut academic basic salary from what is in the agreement by two steps and that N1.3billion of stabilization fund was used for what it was not meant for. e.g. buying a building. (Raymond, 2007).

Upon ASSU's press conference in which the above accusations were levied on Federal Government of Nigeria, government responded in newspaper publication accusing ASUU of making false claims of things that they never produced and alleged that contrary to ASUU'S claim of underfunding, government, beginning from 1999 had initiated a regime of progressive increase in the release of funds to education. NUC even claimed that 2004 proposed recurrent budget's allocation is beyond UNESCO (2002) 26% minimum.

From the claim and counter, it is evident that the federal government of Nigeria and NUC has not settled policy for funding university education and the issue of adequate funding is political and not economic decision, governed by "what a government feel it can afford in view of other competing sectoral demands and not what efficiency demands stipulates. This is supported by the Cookeyreport of 1981 which observed that "there is no generally accepted rule for determining the level of aggregate funding to the university system by government. It is a matter of both politics and economics".

And since what is termed "adequate funding" is not defined in strictly economic efficiency perspective, but in relative satisfying perspective university education has been subjected to

perpetual underfunding condition with devastating implication to the general issue of access standard and national economy.

Commenting on the consequences of underfunding in Nigeria university system (Raphael, 2007) observed that universities in sub-Saharan Africa that were established to serve as engine of knowledge acquisition, research and innovation suffered underfunding malady which made them lost the prestige and glory of their heydays.

> The institution now suffer from over-crowding, lack of important supplies such as books and computers which if found at all, are very outdated, with dilapidated structure, while professors salaries are so low that many are forced to take second jobs as clerks, farmers and taxicab drivers (Hopman, 1996) or as Ipari sums it " sell their souls to survive" The situation at Ahmadu Bello University (ABU) Zaria Nigeria is no less distressing as students hunch over battered textbooks, squeeze into classrooms with broken seats and smashed, cobwebbed windows, and strain to focus on their professor as the stench of urine wafts into the room. Their textbooks are typically 10-15 years old, dormitory rooms, usually built for three often must hold double their capacity, laboratories have no chemicals for experiment and the main library has gotten no new funding in so many years ( Hoffman, 1996 and Raphael 2012).

The grotesque picture of a once Nigeria's Harvard University" a beacon of post colonial northern Nigeria that attracted finest minds on sub-Saharan Africa and served as a nexus of post colonial political, economic and social development, Ahmadu Bello University, Zaria of the glorious memory is groaning under the weight of underfunding and need desperate surgery for survival. This is the unfortunate situation of most universities in Nigeria and indeed in sub-Saharan Africa. The World Bank (2010) reported that;

> In most sub-Saharan African countries enrolment in higher education has grown faster than financing capabilities, reaching a critical stage where the lack of resources has led to a severe decline in the quality of instruction and in the capacity to reorient focus and to innovate. Public funding in most countries is already overstretched, and alone it will not be sufficient to respond to the growing demand for access to higher education while delivering a level of quality that provides students with skill necessary to succeed in current and future labour markets. The easy path of laissez-faire expansionism driven by supply-side pressure, which is evident in some countries, will only lead to even further deterioration.

The level of deterioration of the Nigeria university education system, has reach crumbling stage so that the product of universities is no longer worthwhile. So much that

> Employers of labour and the general public have expressed concern over the quality of graduates of Nigeria universities. The situation is glaringly evident when Nigerian graduates seek to practice their Profession or further their education outside the country where they are requested to take qualifying examinations. Earlier, Nigerian certificate were offered automatic recognition abroad (NUC, 2005)

This observation on low quality of Nigeria university graduate by NUC is no less truth than hypocrisy of the self-conceited officials of NUC who in our above analysis of the confrontation between federal government and ASUU, over funding issues, had failed to speak the truth of the matter in 2002. Playing politics with university education is directly responsible for the situation of Nigerian graduate NUC narrated above.

Underfunding has generated diverse malfunctioning scenario in the entire university system, ranging from dilapidated, low capacity infrastructure to poor teaching aids, demoralized and low skilled human capacity, low teaching, research and publication quality, frustration, recrimination,

industrial disharmony and many forms of social maladies such as examination malpractice, cultism and even prostitution.

These are diverse consequences of underfunding which has disastrously affected the quality, prestige and glory of university education system. This condition will undermine Nigeria's quest for quick development which most developing countries aspire. Areo (1997) observed that;

> The quality of the mind of the citizen of a nation determines to a large extent the level of her development. It could be said that no nation can become stable, prosperous or achieve stable and enduring democratic rule without an educated citizenry. Thus, corroborating Nwankwo (1995) who asserted that a country that fails to produce qualitative replacement for the retiring generation can only be on a shortly road to ruin.

If underfunding has send wave of excruciating virus that has severely undermined both physical, material and intellectual productive capacity of the universities which have been hither to efficient and effective, how do we re-strategize the system to generate needed scarce essential financed resources and quality education in Nigeria?

### 2.2.2 Alternative Funding (Reengineering for Alternative Education Market)

It has become imperative that for the university education system to be revamped and made efficient and effective in delivering quality education, research, innovation and community service, proactive funding diversification measures and drastic operational system re-engineering strategies need to be applied in order to achieve the desired goal of national development through high level relevant manpower training (National policy on education 1998).

These therapeutic surgery is necessitated on university education management system in views of the prevailing symptomatic diagnosis of malign nature s testified by Bamiro and Adedeji (2010) when they indicate that.

> The quality of teaching and research has fallen considerably because of lack of adequate teaching and research materials, coupled with overcrowded un-conducive teaching and learning environment. They noted that the Nigerian government spends just 0.1percent on research. This has implications for development because research constitutes a veritable catalyst for the economic development of nations and adequate funding is propeller of research.

Furthermore, the effect of inadequate funding according to them are evident in the fact that the physical facilities in respective universities are in a state of despair. Adedeji (2008) noted that there is a general reduction in efficiency and productivity of universities because of dearth of funds.

In another finding(Yusuf, 2010) added that the facility carrying capacity of the universities dropped from 78 percent in 1979 to 39 percent in 1999. The proportion of quality staff dropped from 91% in 1979 to 63% in 1999 and that which previously enhanced the performance of universities were negated.

To turn around adequate funding so as to re-institute quality education in Nigeria and sub-Saharan Africa university system, new efficient mechanism of revenue generation are being experimented and positive result are being recorded. World Bank report on financing higher education indicated that;

> The report carries an encouraging message. It shows that a full range of options do exist and that African countries and institutions have started implementing them, private higher education is experiencing spectacular growth in Africa, cost-sharing programmes are being implemented in many universities, accompanied by student loans and financial aid for low income students. Higher education is being diversified to offer lower cost and more effective delivery alternatives. In few cases, impressive reforms to improve internal efficiency have been implemented, and government are increasingly adopting more effective budget management practice. (World Bank, 2010).

The ramifications of the new funding strategies being reported by world Bank to have been on experimentation in sub-Saharan African countries along with internal university management changes are considered in this subsection as alternative funding measures and management re-engineering for alternative education market. The rationale for management re-engineering are to change the traditional ways of running university operations and resources management to a more efficient result oriented, cost-cutting introduction of IT compliant management system.

It has been observed that despite the inadequate funding of the universities, we still notice various areas of waste by the leadership of the universities, which if well harnessed can be effectively directed towards expansion of facilities to accommodate a large number of students. The existence of several official vehicles, which some institutions brand as project-vehicle, but used for private business do not augur well for the system. Even when these vehicles are most times used for private activities, they are fueled and maintained by their respective institution (Oyaziwo et al 2011).

It is expedient to give a prelude of the philosophical and theoretical framework that attempt to explain the low ebb of funding and the emerging trends of private funding drives which take diverse names, such as fiscal justice principle of fairness, privatization of education, cost-sharing, revenue supplementation strategies and deregulation.

The controversy that has resulted in government reluctance to provide optimum financing for university education was born out of the theoretical issues of comparative "returns on education studies" between social returns (benefit of individuals education to the general society) and the private returns (benefit of education the individual acquired to himself).

Historically, it has been a popular belief that education is critical to the wealth and international competitiveness of a nation (Finnie, 2002, Akinkuge, 2000, Tilak, 2003), as a such public sector (government) should assume the principal responsibility for financing tertiary education (Albrecht and Ziderman, 1994).Government had to assume determinant role in financing tertiary education because it was believed the general society derives more benefit from the educated population, implying that social returns or benefit of higher education is higher than the private benefit the individual educated persons derived from the acquired education.

Latter however, it became increasingly recognized that while the social returns to education are high, the private returns, on average, are even higher. Repeatedly, researchers have identified these high level of returns, both in comparatives studies (Fausto, 2001, Psacharapolous, 1994, Mundle, 1998). It is observed by Emmanuel (2011) that the world bank, in particular, has been a consistent observer of the relatively lower social returns from tertiary education and a vocal critic of the regressive nature of education in some part of the world. This is to say that on per unit basis, tertiary education receives significantly more public funding than early childhood, primary and secondary education, all three of which are segments of the education process that exhibit higher social returns than tertiary education. Mores so, the funding of tertiary education typically provides funds to a small minority of the population that tends to originate from the highest strata of the society (World Bank 1994). This erroneous assumption that most applicant (students) of university education have high social class background made world bank to privileged lower

level education against university education. And this has been the basis for government reluctance to fund university education adequately.

Although this theoretical under pinning ignore the contribution of tertiary education in researches that usually propel societal development, it is being used as conceptual framework for building a gradual cost sharing formula between the public funding and private funding model. The application of this theoretical postulation demand that the most direct way for tertiary institution to increase quantum of revenue is to charge tuition fees to students, the direct beneficiaries of the tertiary education, who, on average, earn high private returns from their tertiary educational experience (world bank, 1994; Albrecht &Zinderman, 1991).

This is what Samuel (2003) calls the fiscal justice principle of fairness applied to education beneficiaries. The principle, according to (Samuel, 2003) stated that "he who takes the lion share on education must bear the biggest cost". The principle corroborates the benefiter pay principle of fairness by which (Janna, 2003) stressed that people should pay for what they benefit from. In this way, Janna contend, the benefit support policy of "fiscal sustainability" which assumes in the parlance of Brundtland commission (1987), state the present generation should forego certain benefit or maintain the benefits but ensure that the benefits are fully paid for by the generation itself. Jenn argued that the fiscal justice principle Is supported by the underlying philosophical concept of justice and fairness which state that "it is unjust and inequitable for the current generation to impose or pass on debts to the next generation for the benefits that the current generation enjoys".

The caveat of this capitalist ideology of neo-liberalism is the contradictions which charging students' tuition fees will create for the two central roles of tertiary education: providing

individuals with opportunity and contributing to social justice by equitable access for the low income family. Tuition charges can easily reduce opportunity and social justice (Finnie, 2002)

Nevertheless, Nigeria government did not approve of tuition fees but Nigerian universities have introduced diverse charges for library, examination, sport, departmental, ICT, accommodation, medical and non-refundable admission deposit in the name of IGR diversification. These fees vary in amount from one university to another. Students' contribution according to Hartnett (2000) for the period 1986-1994 increased from 0.28 percent to 3.89 percent of the total internal generated revenue. Currently, undergraduate student registered in the various federal universities pay between N30,000 and N50,000 as fees which according to Bamiro and Adedeji (2010) was still cheap. Non-degree and post graduate course pay exorbitant fees. Saint et al (2003) indicated that over 80% of the universities internally generated revenue mainly from fees for their different programmes.

In 2004, the federal government, in the national policy on education, stressed the importance of alternative sources of funding. According to the policy, it is necessary to supplement government funding of universities. According to Okebukola, Sambo, Adeogun, Quadri, Bankole and Popoola (2003), government contributed about 55 percent of the total cost of university education (comprising academics, administrative, building and equipment cost) while students contributed the remaining 45 percent of the total cost. While students and parents could consider the 45 percent share of cost by students as high, universities in South Africa have already achieved a situation where students contributed 66percent of cash university need to operate. The policy thrust implies that the flow of public fund to universities will continue to dwindle while diverse market mechanism will be relied upon to increase private fund through;

i. Increased students tuition charges and fees

ii. Increased competition for finances

iii. Diversification of financial resources

iv. Diversification of the routes for financial supports,

v. Outsourcing of student loan programs to banks,

vi. Increased institutionalization of privatization of university education

vii. Innovation in university management and funding (Babalola, 2010; Emmanuel, 2011)

These subtitles above summarized various strategies for alternative funding devices in university system. The first subtitle which is the student tuition charge is a version of cost sharing which Solmstone (2005) refers to as the diversification of revenue sources from heavy dependence on the government to being shared with parents and students. Cost sharing is mostly associated with payment of tuition fees.

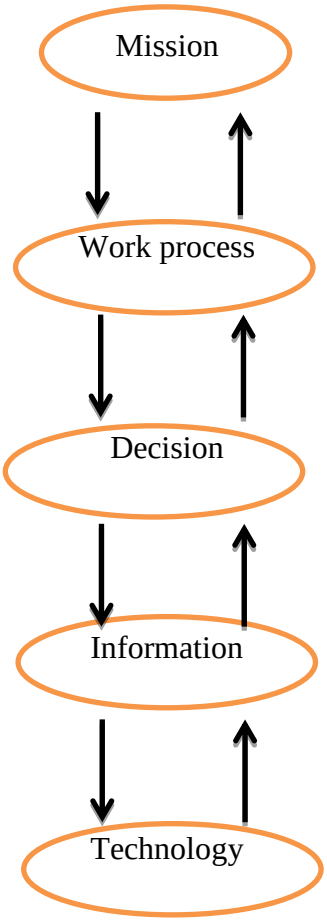
Another IGR diversification measures is through revenue supplementation strategies which involves development of entrepreneurial culture. It includes university entrepreneurship such as setting up technology innovation centres, computer extension services and centre for art, renting of university facilities as well as commercial marketing of research discoveries, university/industry collaboration, sale of faculty services, consultancy, instruction of specialized and marketable teaching and scholarship, establishment of Guest Houses, Bookshops, Petrol Stations etc. Nigerian universities have embrace commercial ventures in response to governments mandate that each university must generate at least 10 percent of its total revenue. ETF strategy (cost-sharing).

Private sector contribution also tremendously help to supplement IGR capacities of Nigeria universities. Contribution from this source mainly come in form of endowment of prices and professional chairs, gifts and voluntary donations (Ajayi and Alami, 1996). For example, petroleum trust fund (PTF) established professional chairs in six universities to undertake research relevant to capacity building in the oil and gas industry. The institution involved have been enjoying annual allocations ranging from N14million to N20million per institution in the recent past to support the chairs (Bamiro and Adedeji, 2010). Cash and physical structure donation usually come to universities from individuals and group donors, like World Bank, UNESCO, UNDP, and UNICEF.

Grants, have aided in funding in capacity building in staff development and infrastructure building or maintenance. Such individuals and corporate bodies often provide grants to Nigeria universities including MacArthur foundation, Ford foundation world health organization (WHO) Carnegie foundation etc. University of Ibadan was awarded a total of $6.4millio between 2000-2007 and $3.1million to Bayero University, kano for the period 2008-2009 by MAc Arthur and Carnegie foundation respectively for various development projects (Bamiro and Adedeji 2010).

Re-engineering of the internal management system of the university will instill efficiency and quality output. Resources utilization needs to be optimized in such way that supply must reflect demand. Internal efficiency can contribute to cost saving and stability in funding due to wastage avoidance and misappropriation detection and checking. Re-engineering is usually called business process re-engineering and it is known also as business process redesign, business transformation, or business process change management.

**Figure 2.7Reengineering for Alternative Education Market**




***Source***: (Adedipe, 2007).

The diagram above shows Re-engineering process. It shows Re-engineering guidance and relationship of mission and work process to information technology.

Business process re-engineering (BPR) is basically rethinking and radically redesigning anorganizations existing resources. BPR howeveris more than just business improvising. It is an approach for redesigning the way work is done to better support the organization's mission and reduce cost. Re-engineering start with high level assessment of the organization's mission, strategic goals, and customer needs. Basic questions are asked, such as "Does our mission need to be redefined? Are our strategic goals aligned with our mission? Who are our customers? An

organization may find it is operating on questionable assumptions, particularly in terms of the wants and needs of its customers. Only after the organization rethink what it should be doing does it go on to decide how best to do it.

With the framework of this basic assessment of mission and goals, re-engineering focuses on the organization business process- the steps and procedures that governed how resources are used to create products and service that meet the needs of particular customer or markets. As a structured or ordering of work steps across time and place, a business process can be decomposed into specific activities, measured, modeled, and improved. It can also completely be redesigned or eliminated altogether. Thus, re-engineering identifies, analyses, and re-design's an organization's core business process with the aim of achieving dramatic improvement in critical performance measures, such as cost, quality, service and speed.

Universities managers would need to respond to both the opportunities and thread of globalization and ICT revolution so as to reposition their institution to new knowledge society. It is this cardinal challenge that necessitate re-engineering of our universalities ways of doing work. ICT has become an unavoidable instrument of effective teaching. It helps to reduce distance, virtually if not physically, thus providing greater access to our input into the world of international scholarship (Oyaziwo et al, 2011:23).

Since the new profile of those requiring tertiary education has changed dramatically, many of them being workers, they would need flexible education system such as part-time, open education and distance learning, virtual education, the university system need to change her traditional way of doing teaching business otherwise, they will be cut-off ground by the new trend. Dudestadt observed that;

> Those institutions that can step up to this process of change will thrive those that bury their heads in the sand, that rigidly defend the status quo or even nurse some idyllic vision of a past that never existed, are at very great risk (Duderstadt, 1999).

The philosophy of developing alternative education market requires quick redesign of organizations traditional way of operation to align it with new demand. This policy thrust expect universities not to just offer the new market "more of the same old program" but to instead change their mode of operation and delivery to attract foreign students who will pay premium tuition fees. Some factors favorable to development of alternative` education market in America and applicable to Nigeria include:-

a. Demand for greater access to tertiary education fueled by rapid changes in the economy, the need to maintain and upgrade skills for employment, and industry's needs for work ready graduates.

b. Growing reluctance on the part of government to fund increasing demand for higher education'

c. The increase costs of higher education, and the growing importance of the earlier learner market,

d. Dissatisfaction by industry with the responsiveness of traditional providers.

e. Dissatisfaction by learners with the responsiveness of traditional providers (Emanuel, 2011).

National Open University of Nigeria and many conventional universities through their long distance learning provisions (e.g NTI Kaduna) are already providing alternative education market in Nigeria.

On the other hands, if the universities programme are being transformed to meet the demand of new knowledge society so as to deliver efficiently qualitative education that will pay off amply to the universities and the nation, the university internal resources management need to be re-strategize to save wastage and costs. Budgeting reform which is the instrument of financial planning and management has thus become imperative. This necessity for budgetary reforms in universities in sub-Saharan Africa is highlighted by (World Bank, 2010).

> The methods used by African government to determine budgetary allocations for recurrent expenditure in higher education do not vary much across the continent. In most cases, initial allocation decisions are made by the ministry of finance in light of available government revenues, political priorities, and the amounts provided in the previous year. Having determined the general allocation, subsequent budget meetings with the ministry of (higher) education and the universities tend to be formality, the margin for considering a significant adjustment to the ministry of finances allocation amount is minimal. Consequently, budget discussions often focus on minor adjustments to the internal distribution of these fixed allocations among staff salaries, student's services, staff development and operational expenses. The method (was) carried over from colonial period the entire process of budget development-a sequence of submission review and approval steps that rise through the university hierarchy and up ministry and government hierarchies is little more than an annual ritual. (World Bank, 2010).

The consequence of maintaining out model budgetary planning method in university education system is poor internal control of funds to allocate according to the internally observed needs of the university system. In fact sometimes even the ministry of education or NUC lack decisional powers beyond what ministry of finance has fixed based on long established funding criteria.

These problems necessitate the change of budgetary method of line-item model to a more dynamic performance based budgeting model so that financial allocation to universities would be based on the performance result or output (benefit) of the previous allocation. Performance based budget will institute competition for performance among universities so as to enjoy more funding support from government. The previous line-item budgeting made each university to qualify for funding whether they produce required output or not and it is detrimental to the pursuance of quality and competitiveness which characterize modern trends in university education. The current idea of ranking universities nationally and internationally is devised from competitive performance philosophy designed to institute sustainable quality assurance (Adebayo et al 2007)

### 2.2.3 Deregulation as Alternative Funding Device

After application of multi-dimensional fund boosting strategies such as cost sharing, entrepreneurship development, innovation in university management to enhance internal efficiency profile, developing routes to diversify foreign grants and private endowment assistances, developing alternative education market and application of the most relevant budgetary model to university system, government has gradually been moving toward handing over the funding and control of universities in the country to the private sector through the policy instrument of deregulation. Like in the privatization of conventional business and service enterprise commenced in July 1988, in Nigeria, the federal government desires to open doors for private sector investment in university education purposively to relieve the government of the funding burden or responsibilities, provide ample access and quality university education in Nigeria. However while it is evident that deregulation or private investment in establishing universities will provide enrolment chances for the ever-increasing applicants and as well

reduce government funding commitment, it is not clear whether it will institute quality assurance in university education in view of the fact that the prevailing circumstance revealed that private universities cannot pay competitive salary structure and most lecturer working with them look forward to appointment in public universities where compensation is comparatively better. (Oyebanji, 2011).

This implies that the private universities cannot pay for the services of high rated international scholars and would therefore make do with ill experienced second rated teaching staffs that have little to offer in terms of quality teaching and research. Hence, the quality issues will be compromised at the expense of profit making drives.

Supporting the thesis that private university phenomenon emerged to provide access to solve the problem of underfunding problem in university education system, Professor Kingsley (2000) observed that:

> Private universities offer potential viable alternative for expanding access to higher education--without incurring significant government cost. This factor alone has earned private university education the praise of education experts and government officials alike. As financially strapped public universities find themselves increasingly hard pressed to absorb the rapidly escalating numbers of secondary school graduates- the combined effect of population growth and rising demand- many government are actively encouraging private institution to take up the slack. Hence the privatization of higher education over the past 10years or so has become the trend.

However, if social demand pressure and funding challenges to federal government rationalizes the establishment of private universities in Nigeria, the constitutional provisions of the 1979 constitution of the federal Republic of Nigeria which put university education in the concurrent list of government function provided the enabling instrument for establishment of private universities in Nigeria. Private universities in Nigeria are product of deregulation reforms of the

newly installed civilian government that came to power in 1999 with revolutionary visions of institutional reforms for efficiency and productive so as to create wealth, alleviate poverty in the economy (NEEDS, 2004). The rationale for the emergence of private universities is based on the social demand approach to the supply of education (Idumene, 2012). The provision for access is a serious problem which Saint (1992), said need to double the current demand for enrolment, World bank (2010) report however said growth of private higher education in Africa is impressive:

> The private higher education has experienced spectacular growth in Africa and in 2006, accounted for 22percent of higher education students which is close to levels observed in Europe (28percent on average), but below levels in Latin America (approximately 50percent). This expansion has sought to excess social demand and cases of poor enrolment capacity and the issues of quality in public sector" However, Saint (2010) said private higher institution also seek to provide education programs that differ from those available in the public educational programs by offering short vocational programs in disciplines requiring limited technological investment in a bid to keep prices affordable. Their appeal largely depends on their ability to adapt and respond to labour needs thereby enhancing students employability (World Bank,2010).

The private university emergence can also be attributed to the entrepreneurial reasons and that explain the nature of the dynamism of their training programs explained above. This is because if their training cannot respond to the labour market needs, their relevance cannot be disowned. Related to the business motive of the private universities are the issue of the charges which restrict access to the children of elites and the rich in the society. For example, in Babcock university, one of the earliest private universities in Nigeria, the tuition is highly exorbitantly designed and differentiated based on the perceived societal value attached to a given programmed, such as :- Medicine N3milion, law N2million, Accounting N1.5million, Nursing N1million and other faculties N860,000 per session.

In comparison, a privately owned university like ABTI,Yola, students' pay as much as N1,378,500 to receive quality education. The fees are however paid in dollars not in naira. Tuition entails $6,600 (N990,000), meals $1,900 (N285,000), Accommodation-four in a room $500 (N75,000), private room $1,900 (N285,000) in total, tuition amount to N1,378,500 per annum, Accommodation and feeding are provided by the school (Idumange, 2007).

Also in some private universities which are established by religious faith, the fees are fairly moderate within the range of N350,000 to N850,000 which of course is not affordable by ordinary Nigerians of humble background.

Being a child of necessity, born to save the situation of higher need for higher education which is not commensurate by access supply by reluctant government, the private universities have become the uneasy-going (necessary evil?) alternative for the average Nigerian.

The business nature of the private universities has made them exorbitant, especially that most of them are established by a sole proprietorship which made the funding sources of the private universities restricted. Majority of them obtain their funds from the following sources:-

i. The proprietor funding from his diverse personal savings and business source,
ii. Profit from the proceed of the school.
iii. Endowments
iv. Tuition
v. University undertaking (Diversification)
vi. Foreign aids

vii. Government support

Many of private universities are canvassing for government support in provision of education tax fund to assist them as well as the PTDF fund projects. (Committee of VCs of private universities in Nigeria 2011.)

It is important for government to consider these pleas and provide them with ample assistance because of higher returns (benefit) to society which the business operations undertake. Like in the public university experience, running university is expensive and need a steady flow of funds to operate the present and as well take care of tomorrow as Dele, (2012) observed:

> Everything about them (universities) is so dynamic calling for new investment in everything from building to equipment and manpower at a rapid rate.

One big challenge to Nigeria's private universities is the manner of its incorporation, established and owned by one person-the sole proprietor- the joint stock or partnership arrangement is likely to give them sustainability and financial viability. The sole-proprietorship need to be reviewed, because business ventures like that have survival problems and can fold up. So private universities can also face survival problem and fold up, as Dele testified, they do fold up:

> The sad history of America private university education rest on the fact that once the fortune on which they were established gets exhausted or endowment funds fall to keep pace with rapid changes in the economy, they lose ground to competitiveness and eventually have to close down

Private university sustainability are more vulnerable to the demise of the sole proprietor who lack committed successor. This is the effect of unsustainable financial resources on university education. This is also testified to, in the finding pattern of state universities by the Bursars of

Nigeria universities in a research they conducted in funding Nigeria universities; the bursar stated that:

> As state allocations are made on projected revenues of state any downfall in state revenue calls for retrenchment of allocated funds from higher education institutions by the states. Similarly, any decline in enrolment from the projected figures of higher education institutions calls for return of allocated funds to the state. This practice breeds far-reaching consequences (Onya, 2006).

The method of funding which bursar's complained ignores a basic rule of system operations result from the volatile nature of funding base of state universities like the private universities.

Another serious challenge that the pattern and basis of the establishment of private universities in Nigeria is likely to pose is the social fragmentation of the societies. Most private universities in Nigeria are established based on religious ideologies of Christianity and Islam. And there is highly likelihood that religious favouratism may inform their admission policies. When religious group have effective monopoly on formal education in a society, such schools are not likely to be pluralistics or secular and would not be "open" to all in the real sense (Kingsley, 2011). On the whole there are more than forty private universities in Nigeria.

Sentimental factors also play great role in motivating the establishment of state universities which have come to more or less depend on funding provisions indirectly and directly provided from the federal government budgetary allocation to the states and the special grants to university education.

All the traditional sources of funding available to federal public universities were also available to state universities:- block grants are usually distributed to respective universities by NUC based on established criteria earlier discussed. State universities also collect diverse fees like examination, sport, ICT, departmental, accommodation, medical charges which are elements of

cost-sharing in funding of university education. State universities also enjoy endowment, foreign grants, diversification of revenue sources by entrepreneurship developments. They also enjoy the services of ETF and PTDF projects due to poor resources management culture which characterize public sector management environment and government reluctance to provide adequate funding to state universities also made them experience severe financial constraints like their federal counter part.

### 2.2.4 Quality University Education

For clarity purpose, it will be expedient we begin by exploring the meaning of "university education" and the issues of quality in university education.

Kazeem (2010:1) is of the view that education in Nigeria is nationally conceptualized not simply as the medium for cultural transmission but as the main vehicle for accelerating individual community and national development. He went further to say that education is a mechanism through which the society generates the knowledge and skills required for its survival and sustenance. Education, of course, enriches people's understanding of themselves and the world and, in the process improves the quality of their lives and lead to broad social benefits to individual and society.

The term tertiary or higher education encompasses all organized learning activities at the tertiary level. The national policy on education (1998) defines tertiary education to include the universities, polytechnics, monotechnic and colleges of education in Nigeria higher education. The goals of tertiary education as specified in the National Policy (2004 edition) includes:-

i. To contribute to national development through high level relevant manpower training

ii. To develop and inculcate proper values for the survival of society

iii. Develop the intellectual capability for individuals to understand and appreciate their local and external environment,

iv. Acquire both physical and intellectual skills which will enable individual to be self-reliant and useful members of the society,

v. Promote and encourage scholarship and community services,

vi. Forge and cement national unity; and

vii. Promote national and international understanding and institutions

These policy goals and objectives are in consonance with those envisaged by the World Declaration on Higher Education at the world conference on Higher Education held in Paris, 5th - 9th October 1998. The conference re-affirmed that education is a fundamental pillar of human rights, democracy, sustainable development and peace. It should therefore be accessible to all throughout life and that measures are required to ensure co-operation across and between the various sectors, particularly between general, technical and professional, secondary and post secondary education as well as between universities and other institutions of her education.

University education according to Ume(1979) aims at raising the intellectual tone of the society, cultivating the public mind, purifying the national taste, supplying the principles of popular aspirations and giving enlargement and sobriety to ideas of the age. According to (Adebayo et al 2010) in the early years in Nigeria, the university was regarded as the single most important industry for the production of high level manpower and the captains `of the entire education system. Emphasizing the role of education in society, Adebayo et al observed that the experience

of the industrialized nations has established a causal relationship between heavy investment in university education and economic growth and socio economic development. The scholars went further to stressed that the global perception agrees that for economic and social development to be derived effectively, there is a need for advancement in, and application of knowledge. Corroborating this view-point, the World Bank (2009) reported that education in general, and university education in particular is fundamental to the construction of knowledge economy and society in all nations. There report also identified the fact that, the potentials of higher education systems in developing countries to fulfill the responsibility is frequently thwarted by long standing problems of finance, efficiency, equity, quality and governance. These challenges, according to the report are linked to the growing role of knowledge in economic development, rapid changes in telecommunications, technology and globalization of trade and labour markets (Saints, Hartnett and Strassner, 2004).

The first institution for higher education in Nigeria was Yaba Higher college established in 1934. This became the nucleus of the first university college established in Ibadan in 1948. The attainment of political independent in 1960 was accompanied by expansion in the education sector in general, and in higher education in particular. There was an improved geographical spread of universities. University of Nigeria, Nsuka (1960), Ahmadu Bello University, Zaria (1962), University of Lagos, and the university of Ife (1962) and much later the university of Benin (1970). These institutions are now known collectively as the first generation universities.

The year 1975 witnessed the emergence of the second generation universities which included university of Jos, Bayero Kano, Maiduguri, Calabar and Ilorin. The years following the economic boom occasioned by the discovery of oil in commercial qualities witnessed serial

establishment of universities. These included specialized universities of technologies and agriculture.

Kazeem (2010) testified that prior to 1984, the Nigerian education system could boast of a number of well throughoutpolicy directions envisioned in both the National development plans and the National policy on education. Schools were less crowded, there were some measures of academic excellence, as schools witnessed little or no disruptions from strike and riots, entrance into institutions of higher learning were quite competitive, cultism, violence and brazen examination malpractice and indecent behavior among students and teachers were not a virtue.

However, as a result of Structural Adjustment Program (SAP) and constraints in funding resources, government mandated higher institutions to look for alternative sources of funding. The effect of this directives led to the proliferation of satellite campuses all over the federation. Although, many thought the policy provided easy access to education, it had devastating effect on quality of higher education. The satellite campuses had no admission control and teacher and teaching quality were extremely low.

In 1999, the new civilian government directed the satellite campuses be closed and accreditation of degree programs be streamlined but private universities were to be established to provide access and quality education. Private universities establishment is to solve the long standing problem of access which resulted from government reluctance to provide adequate fund to finance expansion and quality teaching. By 1999 when the new democratic government of Obasanjo came, the state of university education was in a horrible state due to underfunding Adebayo (2010) observed that:

> Among the factors responsible for the increase in private provision of higher education in Nigeria are: the rapid growth in the university age population, public outcry about deterioration in quality of public education. The decline in quality is brought about by a number of factors, which include demography, poor states of the economy, weak internal capacity, poor governance, poor research activities, brain drain, political interference, incessant industrial actions, unruly destructive conduct of undergraduates, shortage of instructional materials, laboratory equipments, poor funding and poor library.

All of these challenges to education system had devastating effect on the quality of education (Ijeoma and Osagie, 2005;Nwuke, 2005;Ujah, 2005;Efanga, 2005 and Adebayo, 2010).Kazeem (2010:12) tells a sad story about the graduates of Nigeria university education thus;

> Graduate of the education system are not only alienated, but are also described as lacking in quality, low in perception and unfit in skills. Employers complained that school graduates are poorly prepared for work. In many cases, employers compensation for insufficient academic preparation by organizing remedial courses for new employees. Developed countries subject graduates of our schools to fresh training and examination in an attempt to ensure fitness into their own system.

To redress the problem and restored quality in the university system, several drastic measures were taken such as the setting up of the Minimum Academic Standard (MAS) by National University Commission and the adoption of Post-UME screening exercise, introduction of Teachers Registration Council (TRC), programme, accreditation as quality assurance measures as well as university ranking (NUC, 2010). All these policy instruments were designed to restore quality standard in university education.

### 2.2.5 Concept of Quality in Education

In the opinion of Pfetter and Cole (1991) quality is a slippery concept which implies different things to different people. Azt (1992) however, defines it as that which best satisfies and exceeds customers needs and wants. Quality can of course be said to lie in the eye of the beholder. This is

more so because the customers, who make the judgment on quality do these by reference to the best comparable performance.

Essentially, quality refers to the standard of a phenomenon when it is compared to other things like it, how good, or how bad something is, that is, to be of good/poor/top quality or of high standard. In this context, it is associated with the "monitoring and evaluation component of education" to see whether the outcome is good and of the intended standard. This is in line with the general view of quality among Nigerians which centres around questioning the quality of education imparted to the citizenry and the relevance of such education to the life of the individual in particular and the nation in general.

According to Mosha (1997), quality education is:-

> Measured by the extent to which the training received from an institution enables the recipient to think clearly independently and analytically to solve relevant societal problems in any given environment.

In other words, quality is the ability or degree with which a product, service, or phenomenon conforms to an established standards, and which make it to be relatively superior to other. When applied to education, it implies the ability or degree with which an educational system conforms to the established standard and appropriateness, of the inputs available for the delivery of education (Fadipe, 1999, Yaloye 1976 and Thomas, 1991). This is why in our study the appropriateness and relevance of inputs such as physical infrastructure, manpower capacity and educations programmesbecomes inextricable elements or variables of quality education measurement and determinants. Maintenance of the quantity and capacity of these elements or variables ensure quality control in appropriate standard.

Quality control therefore refers to all the arrangement made or mechanism put in place to maintain the degree` of excellence of a product or service (Olagboye, 1997), opined that when applied to education, it means the mechanism by which an education system ensures that the service it delivers or intends to deliver serve the purpose for which it is intended. It focus on the means by which an educational system ensure that the service it provide remains relevant and appropriate to the need of the societies. It involves series of operational techniques and activities which include all actions taken when requirement for quality are met. Fulfillment of theses requirement institute quality assurance in a system's endeavors.

Quality assurance involves consistently meeting product specification or getting things right first, every time. Adebayo (2007), quality assurance in the university, according to Ajayi and Akindutire, (2007) implies the ability of the institution to meet the expectations of the users of manpower in relation to quality of skills acquired by their outputs. It can equally be said to be the ability of the universities to meet certain criteria relating to academic matters, staff-student ratio, staff mix by rank, staff development, physical facilities, funding and adequate library facilities.

Adequacy of various inputs in the university system in terms of quality and quantity, exercises tremendous influence on quality assurance in the university system. Quality assurance is a key component of successful

Internationalization mechanism for building institutional reputation in a competitive local and global arena and necessary foundation for consumer protection (NUC 2007).

Quality assurance in education system according to Ehindaro (2004) entails the following indices:-

a. Learners:- their entry behaviors, characteristics, and attributes including some demographic factors that can inhibit or facilitate their learning

b. The teachers: their entry qualifications, values, pedagogic skills, and professional preparedness;

c. The teaching/learning process: including the structure of the curriculum and learning environment

d. Flow of operational fund: its adequacy and regularity,

The interplays of these and other related factors will go along way to determine the outcome of any education programme (Adebayo, 2010). Quality in education, according to Oderinde (2004) has two aspects, which are internal and external. The internal aspect is the implementation of the school objective while the external aspect deals with the implementation of national objectives which are prerequisites to the achievement of quality in any educational institution. Scope of quality assurance according to Middlehurst (2001) include the following dimensions:-

- Regulation (legal frameworks, governance responsibilities and accountabilities etc)
- Educational process (admission, registration or enrolment, curriculum design and delivery, support for leaving, assessment etc)
- Curriculum design and content (validation and approval frameworks, levels and standards etc.

- Learning experience (consumer protection, student experience, complaints and appeals etc).
- Outcome (qualifications, certificates, transcript, security, transferability, recognition/currency and value etc)

On the whole, Middlehurst see quality as a grade of achievement, a standard against which to judge others. Thus, it can be summarized that the emphasis on quality assurance presupposes the training of personnel in the right manner to enhance their performance in work place.

### 2.2.6 Quality Assurance Measurement Parameters

Quality of education could be measured in terms of quality of inputs, quality of output, quality of content and quality of process (Adebayo, 2010).

i. Quality of resource input:-

The teacher is the most fundamental resource that input into education provision. Quality education is a function of quality teacher. That is why it is often said that no education can rise above the quality of its teachers. Other central inputs that go to determine quality education are methods, curriculum programme and quality of the candidates to be trained or educated. All these variables affect the quality of the product of the universities and affect the entire economic system because it is the product of the universities that serve as teachers at other education levels, as well as administrators, planners, Heads and supervisors everywhere.

ii. Quality of output:-

Outputs elements include achievement on tests, scores and Progression and pass rates which encompasses measurement of internal and external efficiency of education.

Output measurement can be done through monitoring of learning achievement (MLA). At lower level of education, (MLA) was determined by Numeracy, literacy, (ability to read and write) and life skills (craft, science and general knowledge). Several reasons have been given to explain poor learning achievement of education which includes:-

- Lack of textbooks, laboratories, chemist and other learning facilities
- Poor quality of instruction

iii. Quality of process:-

Quality teaching requires active participation of teachers and students in an interactive manner. This learning participation and engagement in learning encourages discussion and effective leaning. Ali and Akubue (1998) found out that teachers in dominated lessons posed few open ended questions. Group work which encourages discussion is rarely encountered, and only 10% of teachers used continuous assessment.

iv. Quality of content:-

This refers to the content and relevance of the curriculum specification. Some curriculums have been criticized of being overloaded and does not sufficiently attend to the needs of the Nigeria learner.

### 2.2.7 Quality Assurance Mechanism in Nigeria Universities

Quality assurance in Nigeria higher education consist of internal and external mechanisms. The external mechanism is constituted by accreditation conducted by the statutory regulatory agency, the National university commission (NUC). The internal institutional mechanisms for quality assurance are: the academic department, the faculties, schools or colleges and the senate or board of studies as comprises quality assurance appropriate. The external examination system provides additional assurance that the quality of academic programme of the institutions is acceptable to academic peers across the system.

In Nigeria, Act No 16 of 1985 empowers the National universities commission (NUC) to lay down minimum academic standard (MAS) for all academic programmes taught in universities and to accredit them. Thus, NUC conduct accreditation programmes that entails peer assessment of the programmes against pre-determined minimum academic standard (MAS) that provide the benchmark against which the quality of the programme is measured.

Minimum Academic standard (MAS) for all academic programs taught in tertiary institutions are set up by government through the appropriate statutory supervisory agency. The NUC is responsible for setting up of MAS and the assurance of the quality of all academic programs offered in the universities.

The objectives of accreditation are to:-

e. Ensure that all provisions of MAS documents are attained, maintained and enhanced in the universities

f. Assure employers and other members of the community that Nigerian graduates of all academic programs have attained an acceptable level of competence in their areas of specialization, and

g. Certify to the international community that the academic institutions are advised on ways of revitalizing their institutions and academic programs where they fail to meet the prescribed standard so that remedial action may be taken towards quality improvement, which is the ultimate purpose of accreditation.

Through the accreditation process, proprietor or administrators of the various universities are advised on the ways of revitalizing institutions and academic programs where they fail to meet the prescribed standard so that remedial action may be taken towards quality improvement, which is the ultimate purpose of accreditation.

The "accreditation" in Nigerian context is used to connect "a system for recognizing educational institutions (universities and program offered in these institutions) for a level of performance, integrity and quality which entitles them to the confidence of the educational community, the public they serve and the employers of labour (NUC, 1989).

Accreditation in Nigeria university system is a recent practice which was first conducted in 1990 with the mop-up exercise in 2000. In November, 2002 accreditation re-visit were conducted to all programs that earned denied accreditation status in the 2000 accreditation exercise.

### 2.2.8 Ranking of Universities

Sequel to the 1999/2000 accreditation exercise, NUC has ranked Nigeria universities based on the quality of (mean score) in each academic discipline as well as on the quality of each program.

A league table of the aggregate performance of the universities was drawn up and used to rank the universities.

To achieve objectivity in the exercise, several performance indicators including the following were used to assess the programs, academic content, curriculum content, admission into the program, academic regulations, evaluation of students' work, practice work/degree project, standard of tests and examinations, students' course evaluation and external examination, staffing, administration of the department and its staff development program, physical facilities (classroom facilities, laboratories and staff offices), funding of the program, library facilities, and employer's rating of the graduates of the program.

Scores are awarded based on the performance of the program in the area of each indicator. Academic content has a maximum of 23, staffing 32, physical facilities25, Library 12, Funding 5, and Employer's rating of graduates 3. The aggregate scores are then computed.

The accreditation status awarded to a program depends on the total score. One the basis of aggregate scores, programs could be accorded FULL accreditation, INTERIM accreditation, or DENIED accreditation status. From the aggregate scores, and for the purpose of comparing cluster of universities, the intuitions were ranked based on generation and ownership as shown in the tables below;-

**TABLE 2.8 Ranking of First Generation Universities**

| Rank | Name of University | Mean Academic Quality Index |
|---|---|---|
| 1 | University of Lagos, Akoka | 3.63 |
| 2 | University of Nigeria,Nsuka | 3.57 |
| 3 | University of Benin | 3.55 |
| 4 | ObafemiAwolowo Ile-Ife | 3.40 |
| 5 | Ahmadu Bello University | 3.14 |
| 6 | University if Ibadan | 3.13 |

Source: (NUC, 2009)

**Table 2.9 Ranking of Second Generation Universities**

| Rank | Name of University | Mean Academic Quality Index |
|---|---|---|
| 1 | University of Portharcourt | 3.75 |
| 2 | University of Jos | 3.47 |
| 3 | University of Ilorin | 3.43 |
| 4 | NnamdiAzikweUni-Akure | 3.36 |
| 5 | University of Maiduguri | 3.26 |
| 6 | University of Calabar | 3.24 |
| 7 | Bayero University, kano | 3.22 |
| 8 | UsmanDanfodio University of Sokoto | 3.19 |
| 9 | University Uyo | 3.00 |
| 10 | University of Abuja | 2.80 |

Source: (NUC, 2009).

**Table 2.10 Ranking of Sate Universities**

| Rank | Name of University | Mean Academic Quality Index |
|---|---|---|
| 1 | Lautech, Ogbomoso | 3.40 |
| 2 | OlabisiOnabanjoUni-Ago iwoye | 3.30 |
| 3 | Imo state university | 3.20 |
| 4 | Enugu state University-of Sci-Tech | 3.20 |
| 5 | Abia State University –Uturu | 3.10 |
| 6 | Rivers state University –of Sci-tech | 3.06 |
| 7 | Lagos state University | 3.00 |
| 7 | Benue state University –Makurdi | 3.00 |
| 7 | Ambroise Ali University –Ekpone | 3.00 |
| 7 | University of Ado Ekiti | 3.00 |
| 8 | Delta state Uni-Abraka | 2.54 |

Source: (NUC, 2009).

### 2.2.9Institutional Framework and Policy Instruments for Quality Assurance in Nigerian Universities

The Federal ministry of education is the mother ministry that delegate quality assurance powers to parastatals and agencies to formulate relevant policies. For instance, the Nigeria Education Research and Development (NERDC), is given mandate by federal ministry of education (FMOE) to develop and review curricula periodically on relevant educational and developmental issues (Adebayo et al 2010:14). The role of NERDC is more concerned with the basic and secondary levels education.

For university education quality assurance policy framework, is the sole responsibility of National university commission (NUC) empowered by Act No 16 of 1985, first to establish benchmark for the assessment of quality in Nigeria universities in 1989. The commission developed the Minimum Academic Standard (MAS) and organized a stakeholder's conference on curriculum review in 2001 to draw up subject benchmarks. In Nigeria there are (114) Federal Universities, (36) state and (43) private universities as earlier indicated.

All categories of universities are subject to Federal governments regulations for maintenance of quality of education. Regulatory and monitoring mechanism put in place to ensure quality through external review which according to Uva (2005) include NUC's accreditation of undergraduate programs, ranking of universities, and quality support mechanism (QSM), such as virtual library, virtual institute for higher education pedagogy (VIHEP), etc. For internal quality assurance, the focus is the area of admission requirement, process for establishment of new program, program review exercises, external examination system and internal self review so that continuous maintenance of standards of teaching, research and community/public service is assured.

The philosophical objectives of quality assurance is to put in place educational program to train individuals to achieve competence in a given area of industrial production function. The focal target or goal of quality assurance policies is to prevent problems, strengthen organizational system and continually improve performance. Thus, quality assurance is the ability of education institutions to ensure that quality skills acquired by their products (graduate) meet the need of the user of manpower. This cardinal goal make the quality of academic program a universal concern not local or national concern because skill needs of the use of employees is dynamic.

According to NUC, the first attempt at universalization of quality assurance in higher education across the globe was in 2004. In that year, universities were ranked in terms of their productive functions and the relative efforts on their product. In that study, no African university was ranked, including Nigeria. It was after that exercise that NUC intensify efforts in standardizing quality of university education in Nigeria. To establish and maintain high quality standards the universities and the NUC have a shared responsibility in addressing the following key areas:-

i. Minimum academic standard is the baseline for determining quality university education. It prescribes a profile or configuration of curriculum, human resources, structures, infrastructure, equipment and associated facilities required for establishing, governing and managing the University.

ii. Accreditation is the process by which programmes are evaluated against set minimum academic standard and institutions comprehensive academic research and development activities are evaluated against prescribed criteria (including self visioned and self produced strategic plan.

iii. Carrying capacity of a university is the maximum number of standards that the institution can sustain for quality education based on available human and material resources

iv. Visitation to universities is a statutory requirement that empowers the proprietor to ascertain the well being of the university.

v. Impact assessment is a specialized form of evaluation aimed at finding out if the core expectations of the establishment of a particular university are being met.

vi. Research is the driving force for human development as globally determined; such research should be evidence by publication.

vii. Structures, infrastructures and utilities are essential driving force for qualitative productivity in any organization, particularly in the university system.

Quality Assurance in Nigerian University system can best be represented diagrammatically as shown below:-

**Figure 2.10 Quality Assurance Drivers in Nigeria University System**




Source: Adopted from (Adedipe, 2007).

According to Makoju, et al (2004) the whole school evaluation (WSE) concept is one of the cornerstone of quality assurance and one way of improving the quality of education. By this approach, quality assurance concepts refer to the monitoring and evaluation of performance of the various levels of the education system in achieving the specific goals at each level and overall objectives of the system. To these scholar, quality assurance consists of the three programs, which includes: whole-school evaluation (WSE), systematic Evaluation (SE) and quality management system (QMS).

The generally agreed purpose of evaluation in the school system are to:

i. Assess the quality of school using nationally agreed criteria

ii. Increase the level of accountability in the education system.

iii. Strengthen the support given to school by government and other agencies

iv. Provide feedback to stakeholders through a publication of reports resulting from whole school evaluation, and

v. Identify aspects of excellence in schools as areas of major under-endowment thus, improve understanding of what makes an effective institution.

### 2.2.10 Funding Challenges on Quality Education

Earlier account of university education in Nigeria revealed that the universities were citadel of excellence and quality education whose graduates were comparable to international standard. It was affirmed that many graduate from the nation's universities in 1960s and 70s distinguished themselves in their areas of specialization so much that some of them are now professors in the best universities across the globe.

However, due to declining quality occasioned by underfunding the accorded excellence associated with Nigeria university graduates seems to have faded away.

> Recent development in the Nigerian university system seems to indicate that all is not well as expected with the quality assurance in Nigeria university system. The scenario appears worrisome when viewed against the background that Nigeria once served as the hub of university education in the west-African sub-region. The development revolves round a lot of factors ranging from the collapse of essential infrastructure to explosion in students enrolment without corresponding increasing in funding (Adebayo, 2010).

Underfunding as our earlier analysis reveals and corroborated by Adebayo (2010) has produced devastating effect on Nigeria universities which can no longer meet their proprietor's expectations, especially in terms of quality teaching and research. Lack of adequate funding, Kayode (2002) stressed has clearly impaired the performance and standard of Nigerian universities as the vicious circle of inadequate funds, helplessness, frustration and recrimination is continuously reinforcing manner.

Describing the situation of Nigeria universities Babalola, (2002) simply summarized that Nigerian universities are in crisis. He further emphasized that there is less money to spend on teaching, research and community service. He went further to narrate the effect of underfunding as he narrated that libraries are ill equipped, laboratories are dilapidated and office accommodation are mirage and concluded that most Nigerian universities lacked quality.

### 2.2.10 Budgeting System in Nigerian Universities

### 2.2.11 Types of Budget

There are two types of budgets, that is, the short and long-term budgets. While the short-term is usually the annual budget the long term budget refers to long term fiscal planning, possibly 3-, 5- or 10- year period. However, as rightly observed by Ladani, most institutions (including universities) are usually concerned with the short-term budget.

- **Methods of Budgeting**

Four methods of government budgeting current in literature include Incremental Budgeting or Traditional Budgeting; Programme Budgeting (PB); Program Performance Budgeting System (PPBS) and Zero Base Budgeting (ZBB).

**1. Incremental Budgeting**

Under the incremental budgeting system "the budget of the previous year is taken as a basic and only increases and decreases to the entire size of the budget are scrutinized".(Kwanashie, 1982). It is aimed mainly at increases in resources over the above previous years rendering it more of an appropriation rather than a policy-making approach. Due to its early application, Nigeria and several developing countries continue to rely on it for preparation of annual budget (Bello, 1983).

Being the most widespread and institutionalized basis for budgetary decision making, the incremental approach has today come to be accepted as the traditional way of budgeting. According to Abubakar (1986), the basis of this 'tradition' has, however, never been explicitly

defined except that academic exposition of traditional budgeting draws heavily from Charles Lindblom's decision, making model of "muddling through".

### 2.2.12 Limitations of Incremental/Traditional Budgeting

Despite efforts by eminent scholars like Wildasky and Lindblom at extolling the 'virtues' of incremental/traditional budgeting and in the process almost alluding to its inevitability in government budgeting, the system has been severely criticized in the last 20 years. The criticism centres around what many have described as the inherent inadequacies of the system in providing a dynamic, efficient and effective mechanism for resource allocation and utilization in the public sector, (p.396).

Police makers, administrators and academic in countries pursuing a wide range of developmental activities", under an environment of severe resource constraints like Nigeria, have called attention to the severe limitations of the incremental approach in meeting the challenges (of development).

Akinyele (1972), Udoji (1974), and Aboyade (1979) among numerous others have at various occasions drawn attention to these structural defects which include:

i. The traditional budgeting system tends to place undue emphasis on financial inputs rather than outputs of goods and services.

ii. Traditional budgeting tends to encourage "budget paddling" and last minute 'rush spending' at the end of the financial year.

iii. The short time span, usually one year of the traditional budget constitutes one of its major defects (p.398).

### 2.2.13 Programme Performance Budgeting

Performance budgeting, brought into prominence by the Hoover commissions in 1950 and 1955 was aimed at enhancing effectiveness and improving efficiency in public budgeting. The former was concerned with the relationship between purpose and result (or effect), while the latter emphasized the resources used in achieving the desired result.

According to Burkhead (1956), the performance budget is one which presents the purposes and objectives for which funds are requested, the cost of the programmes proposed for achieving these objectives and quantitative data measuring the accomplishments and work performed under each programme (p.410).

Three basic elements underlie the performance budget; a) the classification of government budgetary transactions into functions, programmes and activities; b) performance measurements, and c) performance reporting.

### 2.2.14 Limitations of Performance Budgeting

The heavy emphasis on cost, work-load programmes and activities made the introduction of performance budgeting operationally difficult. Given the peculiar nature of the bulk of government activities, it is often quite difficult to establish specific and unambiguous targets. Abubakar argues that performance budgeting may have had a marginal impact on budgetary decision making in countries like the United States, but it has nonetheless had a positive and long lasting effect on the classification system and structure of the government budget. The search for a more comprehensive system thus led to the development of another set of techniques – the Planning, Programming and Budgeting System (PPBS).

### 2.2.15 Planning, Programming and Budgeting System (PPBS)

Under the PPBS emphasis is placed on the evaluation of the entire programme areas rather than on appropriations for particular departments of the government. Programmes are analyzed and evaluated in terms of cost benefit-analysis and a formal procedure specific for this purpose.

According to Abubakar, the Planning, Programming and Budgeting approach to budgetary decision making is a systems approach that attempts to influence the choice of both ends and means with a problem solving bias. It seeks to integrate long-range planning of governmental activities and programming of specific activities with annual budgeting, making use of programme-budget structure of various qualitative techniques, with quantification of cost and benefits to aid in the selection of the best or 'optimum' alternatives.

### 2.2.16 Limitations of PPBS

i. One of the central problems of PPBS is in the quantification of both input and outputs, that is, the problem of translating numerous means and ends into quantitative units. By the nature of public goods, output hardly consists of such discrete, separate units. With many governmental activities, the outputs, often consist of services not clearly distinguished from the activities involved in their production and not easily measured.

ii. The other problem area identified in the PPBS is that of defining objectives and establishing priorities of governmental action. These decisions usually require political or value judgment and as such are not easily susceptible to 'scientific determination' as required by PPBS.

iii. Another problem is that of centralize decision making and thereby lessening innovation in the process.

### 2.2.17 Zero-Based Budgeting (ZBB)

The ZBB technique which was developed and popularized by Peter Pyhr requires each organization to evaluate and review all programmes and activities (current as well as new) systematically to review activities on a basis of output or performance as well as cost; to emphasize managerial decision making first, number-oriented budgets, second; and to increase analysis. He, however, cautions that;

Zero-base is an approach, not a fixed procedure or set of forms to be applied uniformly from one organization to the next. The mechanics and management approach has differed significantly among the organizations that have adopted zero-base, and the process must be adopted to fit the specific needs of each user.

Four basic steps to the zero-base approach that must be addressed by each organization include:

i. Identify ‘decision Units’ (DUS)

ii. Analysis each DU in a ‘decision package’ (DP)

iii. Evaluate and rank all decision packages to develop the appropriations request.

iv. Prepare the detailed operating budgets reflecting these decision packages approved in the budget appropriation.

### 2.2.18 Performance-Based Budgeting

As a result of not only dwindling funds received by universities in Nigeria, but also mismanagement of funds, it becomes important to amend the formula of allocating these funds for efficiency and effectiveness. The existing funding framework appears to be inputdriven and consideration is not given to the outputs (Hartnett, 2000; World Bank, 2010). To minimize the wastage of available paucity funds allocated to federally controlled universities, there is need for incorporation of quality and relevant academic indicators and research outcomes as predictors of allocating funds. This is because "performance-based allocations would encourage institutional autonomy as institutions must function under full management control" (World Bank, 2010, p. 6) of the available meager funds rather than being constrained by government bureaucracy that restrains universities to function effectively and efficiently.

Salmi and Hauptman (2006) mentioned how performance-based funding differs from other funding formulas in the following ways:

- They (performance-based funding) attempt to reward institutions for actual rather than promised performance;
- They use performance indicators that reflect public policy objectives rather than institutional needs; and
- They include incentives for institutional improvement, not just maintaining status quo. (Salmi& Hauptman, 2006, p. 64)

Based on these distinctions, research of Nigerian universities for instance, should be tailored to societal needs and ultimately for national development. Universities need to conduct relevant and quality researches and improve the quality of graduates because funding for the following year may be tied to quality and relevance. This refers to the observation of World Bank (2010) that

universities “are to be judged on the basis of their performance” and contributions towards national development.

The outputs of universities in terms of research outcomes and quality of graduates are usually given prime places in terms of universities assessment globally and for sustainable development. The ranking of universities has mostly been focused on quality and relevant outputs of the universities. Take for instance, most of the purposes and goals of webometric rankings of universities have a focus on academic indicators and research outputs or outcomes of universities before making judgment. Therefore, efforts need to be made to address the low rankings of Nigerian universities both regionally and globally, poor quality of graduates, and irrelevant research outcomes to national development through the funding mechanisms as a critical factor.

Olayiwola (2010) argued for research outputs for allocating research funds in the dual support system of funding in Nigeria. These research outputs could be one of the indicators of performance in allocating funds to federally controlled universities. The suggestion of Olayiwola (2010) on the reports of Research and Development (R & D) fair or ranking of universities being done by NUC on yearly basis could be used as a tool for allocating funds to federal universities in Nigeria. More so, the World Bank (2010) study mentioned the common output indicators to be “number of graduates, the rate of student repetition, the number of minority, women, or regionally disadvantaged students who are admitted, and research productivity”.

In performance-based funding as an outputs-driven approach to allocating funds to universities, emphasis should be placed on agreed or consistent indicators or outcomes for evaluating universities in order to allocate funds. Herbst (2007) stated that,

> The rationale of performance funding is that funds should flow to institutions where performance is manifest: "performing" institutions should receive more income than lesser performing institutions, which would provide performers with a competitive edge and would stimulate less performing institutions to perform. Output should be rewarded, not input. (Hernest, 2007).

To ensure fair play among the universities based on Hernest (2007) rationale, the agreed indicators ought to have been explicitly and unambiguously expressed to all the federally controlled universities at the outset. These indicators can also serve as a means of self evaluation before the national evaluation for allocating funds. It is on this note thatpromotion of competitive trait among universities would be enhanced.

Salmi and Hauptman (2006) identified four types of allocation mechanisms that could be considered under performance-based funding. The four mechanisms are:

- Performance-set asides: a portion of public funding for tertiary education is set aside to pay on the basis of various performance measures;
- Performance contracts: governments enter into regulatory agreements with institutions to set mutual performance-based objectives;
- Payments for results: output or outcome measures are used to determine all or a portion of the funding formula: for example, tertiary education institutions are paid for the number of students they graduate, sometimes with higher prices for graduates in certain fields of study or with specific skills; and
- Competitive funds, which support peer-reviewed proposals designed to achieve institutional improvement objectives. (Salmi& Hauptman, 2006, p. 64)

Based on Salmi and Hauptman's (2006) classifications, I am of the view that a careful integration of performance set-asides and competitive funds allocation mechanisms could be utilized in Nigeria. This means that at least 50 per cent of the entire grants from the Federal

Government should be put aside and allocated on a competitive means among the federally controlled universities. The quality and relevance of research outputs for instance to national development could be assessed through peer-review among the universities for allocating funds. Salmi and Hauptman (2006) pointed out that the number of academic indicators and research outputs could vary from one to as many as 12. These indicators should be decided collaboratively by universities, NUC, and other similar bodies or critical stakeholders of university education in Nigeria, such as Education Trust Fund (ETF), professional organizations, among others.

The remaining 50 per cent of the entire grants from the Federal Government could be allocated to federal universities based on other factors such as students and staff, programs, and facilities. This is to prevent low-performing universities from moving towards extinction as a result of non-availability of funds. This model of funding mechanism hopes to classify Nigerian universities into high-performing and low-performing universities within a given or specific period of time, rather than classification based on year of establishment or other geographical factors. The classification hopes to be on relevance or contributions to national development.

Nigeria should take a leaf out of South Africa's book on performance-based funding. Salmi and Hauptman's (2006) study also corroborated by the study of World Bank (2010) that South Africa is the only African nations which "has for a number of years set aside most of its core budget for teaching, research, and other services based on multiple performance measures" (Salmi& Hauptman, 2006, p. 65). For the past few years, South Africa has been leading the continent in terms of relevance and quality of research or outcomes from universities. Although, it can be argued that South Africa has invested more on university education than Nigeria. But, the little available funds provided by Federal Government can still be utilized efficiently and effectively

among the federally controlled universities to a certain extent for ensuring national development, if the allocation of funds is based on output or performance.

## 2.3 Theoretical Framework

Theoretical framework provides a convenient platform to explain research problem within the confine of recent theories and analytical model. Good theory in social science helps to explain the meaning, nature and challenges of a phenomenon which are often experienced but unexplained in the word in which we live so that we may use that knowledge informed in effective ways. Therefore the theoretical framework adapted for this research is Performance-Based Funding Framework

### 2.3.1 Performance-BasedFunding Framework

In a study of this nature that centered on investigation of funding impact on quality education in Nigeria university system, the relevant theoretical framework provided is performance-based funding framework which should replace the existing funding framework which is input driven without due consideration to the output (Hartnett, 2000; World Bank, 2010). In a study conducted by Saint, Harnett and Strassner(2003) on higher education in Nigeria with particular references to university education, they concluded that the present funding framework "does not serve the country "longer term development interest" (Saint et al, 2003, p.17). In their report, they noted that historically, university funding has been distributed in broadly equitable ways across both institutions and disciplines with little concern for their performance. This implies that instead of using performance as basis for allocation of fund among universities other historical factors are used in the allocation of fund. In a related study, World Bank (2010) observed that "Africa government ought to consider the adoption of performance-based budget allocation in

place of historically determined allocation. World Bank (2010) also noted that performance-base funding of universities have been limited to South Africa alone in the whole of Africa. This become imperative for other African countries to emulate, Performance- based funding has advantage of instilling efficient resources allocation there by correcting fund misappropriation associated with equality formula of allocating funds among the public universities whether they effectively utilize the previous allocation to produce desired outcome or not. The input-based budgeting used by most African countries has no room for healthy competition or allocation of fund based on outcome. And this has made public universities to see funding as compulsory government responsibility.

However, recent economic downturn coupled with poor resources management has drastically constrained ability of government to continue providing generous funding. This development necessitate frugal management of available resource by incorporating quality and relevant academic indicators such as number of quality graduates in specialized field and research outcomes as predications of allocating funds. In this way, the institution minimize the use of available resources to commercial respect from government bureaucracy which would have to control and constrained the university if the system continue to depend on them persistently for funding. Hence application of performance based budgeting promotes university autonomy integrity and quality performance.

The following are operational mechanism of performance-based funding as identified by Salmi and Haupman (2006).

1. Performance-based funding attempt to reward institutions for actual rather than promised performance

2. They use performance indicators that reflect public policy objectives rather than institutional needs, and
3. They include incentives for institutional improvement, not just maintaining the status quo.

Based on this operational mechanism, for universities to enjoy funding, they must base their researches on societal needs and the ultimate goal of national development. The central mandate of the universities should therefore be to conduct relevant researches and improve the quality of graduate because subsequent funding would be based on relevant performance. Olayiwola (2010) contend that ranking of university would be done annually in order to serve as basis for performance funding basis.

Thus, performance-based funding is output driven approach which allocates funds to universities based on agreed or consistent indicators or outcomes for evaluating universities in order to allocate funds. Furthermore Haupman(2007) explains the assumption of performance-based funding also as follows:-

“The rationale of performance funding is that funds should flow to institutions where performance is manifest: “Performing” institution should receive more income than lesser performing institution, which would provide performers with a competitive edge and would stimulate less performing institutions to perform. Output should be rewarded not input.

### 2.3.2 Applicability of the framework

In applying the conceptual framework of performance-based funding,certain preconditions must be taken care of which are as follows:

i. Ensure fair play among the universities.

ii. Establish consensus indicators of performance.

iii. The performance indicators should be defined and understood unambiguously to the understanding of all stakeholders.

iv. Each university should be made to use those indicators as a means of self evaluationthrough Management By Objective (MBO) fashion before national evaluation are done on the same indicators to allocate funds.

v. Competitions among universities for performance are instituted and ranking is easily facilitated.

It is based on the above platform that the following four fund allocation mechanisms are identified by Salmi and Hauptman (2006).

i. Performance set aside: A portion of public funding for tertiary education is set aside to accesson the basis of various performance measures.

ii. Performance contract: Government enter into regulatory agreement with institutions to set mutual performance-based objectives.

iii. Payment for result: Output or outcome measures are used to determine all or a portion of the funding formula: for example universities are to be paid for the number of student they graduate on certain fields of study or with specific skills, and

iv. Competitive funds: This support peer reviewed proposals designed to achieve institutional improvement objective.

In sum, the special merit or advantage of this framework is that it addresses the equitable way of providing funds among institutions and also ensures that quality performance is made as an integral condition for enjoying fund allocation competitively among universities.

Based on this framework, two funding modalities should be put in place to operationalise the framework:

1. The Equality Funding Allocation: This is enjoyable by all public universities based on the traditional input based budgetary method. Sixty percent or even fifty percent of the total Block grant to universities can be set aside for distribution to universities based on the traditional criteria such as generation of the university and other traditional criteria.

2. Performance Based Allocation: This is enjoyable by only the universities which should significant performance in criteria communicated to the stakeholders.

While the traditional equality fund allocation is designed to maintain system existence, the competitive performance funding is designed to motivate competition and productivity which would be measured by the ability of the university to perform in;

a. Self-Sustaining IGR generation capacity improvement

b. Human Capacity Building efforts

c. Quality Research and Graduate Quality

d. Quality Infrastructure Building

e. Improved and increased accredited programmes and university ranking.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter provides detailed information on the systematic and scientific procedure used to design the study, conduct the research and obtain relevant information through appropriate strategies and instruments.

The chapter also highlight on qualitative devices applied to organize and analyze acquired research data to furnish intelligent and useful generalization and inferences to provide solution to the research problem.

## 3.2 Research Design

This is the compass or roadmap that the researcher applies to efficiently guide the conduct of the research. Okpo(2008:49) defines research design as "the various steps aimed at obtaining the necessary data for the research work. It is a blueprint which guides the researcher in the course of the research work". Technically, research design represents how the researcher operationalizes the research problem and his plan to establish causative relationship between variables in the research hypothesis in order to solve the research problem.

In view of the dispersed nature and large size of the research subjects located in the two university campuses, the survey method complimented with interview and case study were used for this study. The survey methods furnishes primary data while the literature sources provided initial background information on the subject matter.

Because of the perversity and the spiral effects of underfunding problem on virtually every components of university administration and the peculiarity of the operational environments of the two selected case fields, the researcher decided not only to use survey method but also to augment it with case studies. This is because, a case study according to Bell (1987:p11) complement and "put flesh on the bones" of survey, thereby adding important dimensions of actual practice to theory and figure".

To increase the validity and reliability of survey and case study methods, interview method was also employed to acquire more detailed operational information about funding from principal officers of the university involved in budget estimates, votes holding and utilization. This eclecticalcomposition of methods is justified by Edwards observation when he said that,

"Survey method is like one onion, with data from questionnaire similar to peeling off some outer layers of skin, but be supplemented by interviews to get the in depth layers. (Edwards &Talbet, 1999:p88)"

On this basis, this study use the cases study method to provide field specific data, interview to furnish in-deptnitty gritty information, survey offering the platform for wide opinion survey.

### 3.3 Population and Sample Size

A research population is generally a large collection of individuals, institutions, elements or subjects that are the main focus of a scientific enquiry. However, due to large size of populations a researcher often cannot test or study every element or individual in a population because the task may be daunting, expensive and time consuming. Except if a research aimed to conduct a census survey, it will be expedient to, use sampling technique to draw a convenient representative sample (Keteri,2012).

The total population of this research is the 47 public Federal universities, 37 state universities and 23 private universities in Nigeria, making a total of 116 universities in Nigeria. Committee on need assessment of Nigeria universities (2012) said that there are 37 (Federal), 37 state universities minus 10 newly established universities, trying to take off. Idumange J (2012) asserted that there are 23 private universities as at 2006 in Nigeria. This makes a total population size of both public and private universities in Nigeria to be 116.

In view of the homogeneity of the structure, organization, operational and policy pattern of Nigeria universities purposive selection of one university to represent federal and state categories of the universities (Federal, state) would provide a convenient sampling of opinions of the universities staff on funding operations and quality assurance. By this design,Ahmadu Bello University Zaria (Federal university) Nasarawa state university (state university) is purposively selected to represent their category of universities in Nigeria. Representative sample of the academic staff of each of these universities along with selected non academic staff who re to be interviewed, are drawn for this study's quest. The estimated total population of the academic staff of each of the universities are as follows:-

| **University** | **Population (Academic Staff)** |
|---|---|
| ABU Zaria (Federal), Zaria | 1963 |
| Nasarawa (State), Keffi | 1000 |
| **Total** | **2,963** |

The justification for choosing only academic staff for this sample frame, because they converse with and are affected more by the underfunding problems that have direct effect on quality teaching, research and other university activities.

### 3.4 Sampling Technique

For the purpose of this research work, probability sampling technique is adopted. Specifically, stratified random sampling was used. For this purpose, the sample is stratified into two; one to represent each of the universities under study after which questionnaires were administered using simple random sampling to each of the strata according to their percentages indicated in column 4 in table 3.1 below.

In determining the sample size of the population for the study, Yamane's (1967) formula as expressed by Israel (1992) is used thus:

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = Sample size

N = Total Population

e = Level of significance (95%)

Therefore,

$$n = \frac{2{,}963}{1 + 2{,}963\ (0.05)^2}$$

$$= \frac{2{,}963}{1 + 9.41}$$

$$= \frac{2{,}963}{10.41}$$

$$= 351.5$$

Approximately **352**respondents were given questionnaire instruments,

The sample size for the study is 352 representing 10% of the total population of 2,963.

**Table 3.1: Staff Population and Sample Size of Selected Sampled Universities**

| University | Total Population of Academic Staff | Percentage % | No. of Respondents |
|---|---|---|---|
| A.B.U. Zaria | 1,963 | 60 | 212 |
| Nasarawa State University | 1,000 | 40 | 140 |
| Total | 2,963 | 100 | 352 |

**Source**: Researcher's Survey, 2015.

### 3.5 Method of Data Collection

In the process of gathering data both primary and secondary sources were fully utilized. There are two major sources of generating data in the process of any research. These are primary and secondary sources. These sources were fully explored and utilized by the researcher.

#### 3.5.1 Primary Source of Data Collection

The instruments for primary data collection consists mainly of questionnaire and interview. The use of questionnaire in gathering data is justified on the basis of its reliability. In using the questionnaire method, five Likert's scale questions were used simply because it is easier for coding, tabulation and analyses.

There is one set of questionnaire administered and it is divided into sections "A" to "D". Section "A" consists of questions relating to respondents bio data such as; Gender, Age, Sex, Qualification, Length of service as an Academic Staff, Marital Status as well as Name of the university which the respondent belongs. While section "B" of the questionnaire address issues related to independent variable i.e. funding, whilesection C of the questionnaire examinesthe

dependent variable i.e. Quality Education. Section D examines at the correlation as to whether funding affects quality education.

The researcher also used interview method to compliment the questionnaire method. The interview focused on the principal officers within the university management to obtain information on funding practice in the universities. Furthermore, the interview method enabled the researcher to probe further and make follow-up where necessary.

### 3.5.2 Secondary Source of Data Collection

The secondary sources of data collection used were mostly constituted of Reports and publications on funding and quality of education. Most of these publications were obtained from sampled universities, Institutions like National Universities Commission (NUC), National Bureau of Statistics, Central Bank of Nigeria (CBN), Federal Ministry of Education, Files and Records of Sampled Universities, University Publications, Newspapers, magazines, Journals and other literatures relevant to the study, such as staff handbooks and official documents of the respective universities.

Other relevant sources includes reports and periodicals as well as Research thesis by individuals, groups, lecturers, speeches and other unpublished materials on the subject as well as the internet. This secondary source compliments the primary sources accordingly.Even though it provided the initial foundation for the research idea.

## 3.6 Administration of the Instruments

A total number of 362 copies of questionnaires were administered to the sampled respondents with the help of two Research Assistants. The aim is to get responses from respondents in the

two sampled universities each operating on a different level. Therefore, the expectation is that responses on whether there is any relationship between funding and the provision of quality education among these universities is definitely expected. What may however be unpredictable is the degree of the relationship among the dependent and independent variables. The responses of the respondents will be measured based on Likert's five point rating scale viz: strongly Agree (SA) Agree (A) Undecided (U) Strongly Disagree (SD).

The second method which is the interview method was constructed to further probe the budgetary and financial management issues areas and issues which the questionnaire method may not fully address. The research subjects of this segment are mostly selected principal officers that are involved in university fund disbursement and utilization. These principal officers include – Vice Chancellor (Administration), Deans, Student Affairs, Chief Maintenance Officers (CMO), Director Academic Planning Unit,Bursar and the University Liberian.

The unstructured interview method was adopted. However, the interview centered on the issues of funding and the provision of infrastructures towards quality education, just the same issue areas examined by the questionnaire instrument.

### 3.7 Method of Data Analysis

The use of descriptive and inferential statistical tools will strictly be used in this research work. The descriptive tools for analysis include: the use of frequency tables, simple percentages and mean scores in interpreting and analyzing the data collected. The inferential tools on the other hand includes; the use of Spearman's Rank Correlation as one of the non-parametric tools of analysis. This type of statistical tool is used mostly to measure relationship between two variables. This means that Spearman's Rank Correlation ascertain the degree of relationship

between the independent (funding) and the dependent (Quality Education) variable. The Spearman's formula for Rank Correlation is given as:

$$Ys = 1 \frac{6\sum D^2}{N(N^2 - 1)}$$

Where

D = The Difference between the ranks of corresponding values of "X" and "Y"

N = the number of pairs of values in the data

Ys obtained from the formula are further subjected to test of significance using T- test for significance of correlation in testing the hypothesis. The formula is given as thus:

$$t = \frac{Y\sqrt{N-2}}{1-r^2}$$

Where:

N = The number of values of X and Y

Y = The value of Ys obtained from above.

The t value obtained from the formula above is compared with that of the critical value table of Spearman's Rank Correlation coefficient at 95% (0.05) level of significance ($^oC$) and degree of freedom (V) – see table.

The degree of freedom is equal the number of pairs of values of "X" and "Y", Where X is the independent (funding), variable and Y (training) the dependent variable.

The Rank Correlation Coefficient varies from 1+ perfect positive correlation to -1 perfect Negative Rank Correlation. However, whatever type of correlation is being used, the coefficient of zero or near zero indicates no correlation (Lucey, 1996; 112).

Finally, the decision rule using Spearman's Rank Correlation for testing the hypothesis is as follows:

a) Accept Null Hypothesis ($H_o$) if calculated value is less than the critical value (table value) and reject the Alternative Hypothesis ($H_i$).

b) Accept Alternative Hypothesis ($H_i$) if calculated value is greater than critical value (table value) and reject the Null Hypothesis ($H_o$)

# CHAPTER FOUR

# HISTORY, STRUCTURE AND OPERATIONAL PATTERN OF NIGERIAN UNIVERSITY SYSTEM

## 4.1 Introduction

This chapter provides a historical background as well as structural development of the university system in Nigeria. The growth in number of universities as well as circumstances leading to this development are examined. Equally, the management structure and funding profile of the universities was also highlighted. The major challenges confronting the country's university system especially as it relates to funding are equally certified ad discussed. The role of national universities commission (NUC) as a surprising body and its role in the life of the national university system was also examined.

It's noteworthy, to state that the two selected universities selected for this study were lump and presented as their structured and management pattern are almost similar and unique. However, where there's variation or differences especially the state owned university, in such case where such variation existed it shall be pointed out vividly as the case may be.

## 4.2 Historical Development of University Education in Nigeria

University education in Nigeria dates back to 1948 when the university college, Ibadan was established by the British colonial government as one of the university colleges recommended by Elliot and Ashby commission in 1943 for the most Africa sub-region, in 1959, the Ashby commission was established and was responsible for higher education in Nigeria. The commission among other things projected the needs for higher education over a 20years period

from 1960-1980. In their report (Ashby) filled "investment in Education" emphasized that education is indeed the tool for achieving national development, economic growth and expansion as well as social emancipation of the individual. Furthermore, the commission recommended among other things the establishment of four universities in Nigeria. The Ashby commission's report therefore headed the establishment of more universities in Nigeria.

The first autonomous university in Nigeria was the University of Nigeria Nsuka which was established in October 1960s. Subsequently, other universities were also selected in 1962. These are: Ahmadu Bello University (ABU), university of Ife (Now ObafemiAwolowo University), University of Lagos. Each of these universities was owned by the respective regional government then. Furthermore, by the end of 1962, university college Ibadan was upgraded to become a fully pledge autonomous university and it became university of Ibadan. Thus by the tail end of 1962, virtually within two years after Ashby's report's recommendation for universities were established. The creation of the former mid western region then out of the agitation for the section of a university from the newly created region. This however, did not materialize until 1972 when the mid western institute of technology was upgraded to become a fully pledged university and was to be called university of Benin. With this, it brought the number of universities in the country to six in number. These universities were today generally referred to a first generation universities or premier universities in the country.

Further, political development in the country especially the re-structuring of the country in to 12 states in 1967 among others. This led to the demand for the establishment of more universities. Thus, against this background there was pressure on government from larger number of person seeking for university education; also there was demand for high-level manpower in both public and private sectors as well as the need for a wider geographical spread of institution of higher

education. These and other reasons led to the takeover by the federal government all existing universities

In 1975, vide decree No 22 the federal government took over all existing regional universities and the section of more universities. In that year, government de-merged the Jos campus and the University of Ibadan, the Calabarcampus and university of Nigeria (UNN) and the AbdullahiBayero College, Kano and Ahmadu Bello University, Zaria and made them full pledged universities and Maiduguri and Sokoto were respectively established. In 1977, also two other universities college in Port Harcourt and Ilorin, were converted in to full pledged universities thereby bringing the number of universities established between 1975-1977 to seven. These seven universities is what are referred to today as second generation universities.

Furthermore, in 1980 the country witnesses the creation of more universities. These include the Federal Universities of Technology, Owerri(1980), Akure (1981), Bauchi, Makurdi, Abeokuta, Yola (all in 1987) and Minna (1992) although Makurdi and Abeokuta were later converted into universities of Agriculture in 1988, and a third are in Umidike was added in 1992. Also, an open university (Now university of Abuja) was established in 1980. University of Uyo formerly (Cross river state) and NnamdiAzikwe in Awka (formerly Anambra state university) were created in 1991 and 1992 respectively. Furthermore, a military university, Nigerian Defence Academy (NDA) was established in 1974.

As at 2004, there are 24 federal universities, a National Open University and Jone military university as well as four inter-university centres in Badagry, Ngala (NALV) Aba (NNIL) and ABU zaria (DAC). After these federal established universities comes fleet of states and private own universities in Nigeria. The state universities include the following: Lagos, Imo. Rivers,

Osun, Oyo, Ogun, Ado-Ekiti, Edo, Abia, Delta, Benue, Kogi, Ondo, Kaduna, Katsina, Kano, Owerri, Rivers, Adamawa, Enugu etc and the private universities include; Igbenedion, Babcok, Maddonna, ABTI, Weiley, Niger Delta, Benson Idaosa, Covenant, Barren, Pan-Africa etc.

Presently, according to National University Commission (NUC), 2013 there are 100 universities in Nigeria comprising federal, state and private universities.

The phenomenal growth of these universities by implication means additional financial burden on the part of both federal and state government respectively. This is because government is the major source and financier of these universities. Therefore, as more universities at both federal and state level are established the source of funding them has progressively been getting weaker. The gap between the demand of the universities for funds through the National Universities Commission and the actual grants received by them has been widening continuously (Ujeke 2002)

**4.3 NUC and the University System.**

Universities in Nigeria according to NUC (2000) are established with the following key objectives:

A. as an institution of higher learning committed to scholar pursuit with special relevance to the development of Nigeria in general.

b. to provide training that has relevance to the social, cultural, economic, scientific and technological needs of Nigeria in general.

c. to encourage the advancement of learning at the highest level

d. to provide course of instruction and other facilities for acquisition of knowledge in all fields.

e. to encourage and promote scholarship and conduct research in all areas of learning and human behavior.

f. to act as a centre of academic excellence that will stimulate accelerated development through research and manpower development, and to relate its activities to the local environment.

g. to undertake any other academic pursuit, for accelerated development in the new millennium.

In order to achieve its objectives, Nigeria universities perform the triad function consisting mainly of teaching, research and community service. In principle, these functions can be combined successfully.

They are briefly discussed below:

a. Teaching: According to Microsoft Encarta Premium Dictionary (2008), teaching is a systematic presentation of facts, ideas, skills and techniques to students. It involves imparting facts, showing principles and inspiring curiosity (Ahmadu Bello University Consultancy Report 1974). Different methods or combinations of methods are appropriate in different subject areas. Teaching activities include designing courses, reading lists, etc., also lecturing, seminars, tutorial, practical etc., and examine or otherwise assessing progress. Staffs are required not to do teaching in general but to teach specific subjects within organizational constraints.

b. Research: This is a complex term. In a university system, it can be seen in two ways. First, it is used to mean the process of reading, discussing, thinking, etc. required to keep up with ones subject. This is obviously needed widely in the university. Secondly, research also connotes an original work. This original work may but need not be something issuing in learned books and papers: it can also be a creative work of arts, experimental techniques in scientific or practical discipline, or even a new approach to administration, university-community relations or to teaching itself.

The indicator to be used in case of research is as follows. An effective researcher will:

1. Keep thoroughly abreast of developments in the relevant field and related areas
2. Make continuous studies of unresolved issues;
3. Make significant original contribution to knowledge in the field in a publishable form.
4. Produce original creative cultural work
5. Inspire other research workers and students and guide them in framing and conducting research projects.

Teaching and research are the most essential functions of the

C. Community- Service: The term community service is also complex. The term denotes more particularly activities consciously linking university staff with the community beyond the university's own members, whether service on public bodies, consultancy to governments, private consultancy, public lectures, extra mural classes, writing school text books, and contributions to learned societies etc.

Some people doubt whether community service is a proper function of a university, but it is proposed to assume here that it is. It is to the good of the university as well as the community, whether this is looked at on grounds of expediency, i.e gaining good will, or on academic grounds since the outside contacts are bounds to bring up interesting problems for research and give new life both research and teaching. It is noteworthy that much of the routine of a university teaching, research is in fact providing service to the community whether the community recognizes it or not. Since community service functions are dispersed, it is only a plus value in most parts of the university but they are essential to the university as a whole.

## 4.4 Funding of Nigerian Universities

Arising from the recommendation of Ashby commission in 1960, the Nigerian federal government felt that co-ordination of government efforts was necessary in view of the increase in the number of universities from one to five in 1962.

The Ashby commission, therefore, recommended that a commission that would enjoy the confidence of both the academics and government should be set up as a counselor and watch dog of the university system.

Thus, by an act of parliament, the national universities commission was created in 1962. Up to 1974, it existed as a department in the then cabinet office and carried out the following responsibilities in an advisory capacity;

a. To investigate proposals for the establishment of universities or other institutions of higher learning which desire to have federal grants and to advise the federal government whether or not proposal should be approved for the federal grants

b. To initiate and consider in consultation with universities, plans for such balanced development as may be required to enable universities to meet national needs.

c. To examine the financial needs both recurrent and capital of universities seeking or receiving federal grants and to present these needs to the federal minister of education.

d. To receive annually, a block grant from the federal government, and to allocate it to universities with such conditions attached, as the commission may deem available.

e. To collect, examine and publish information relating to university finance and university education in Nigeria.

f. To make either itself or through a committee, such other investigations as the commission may think necessary and for the purpose of those investigations to have access to the records of universities seeking or receiving federal grants.

g. To make such other recommendations to the federal government or to the university relating to higher education as the commission may deem to be in the national interest.

At the establishment of the commission in 1962, it was located in the cabinet office and being an Administrative Department with advisory powers only, its operation was low keyed (Abdullahi, 1998).

The promulgation of Decree No. 1 of 1974 by the Gowon administration gave the commission statutory powers and therefore changed it status from an advisory body in the cabinet office to statutory body effective January, 1974. The commission also assumed additional functions and responsibilities in accordance with the decree.

The functions required of the new statutory NUC are as follows;

a. To advice the Head of state of the federal government, through the minister, on the creation of new universities and other degree granting institution in Nigeria.

b. To prepare after consultation with all the state government, the national manpower board and such other bodies as it considers appropriate periodic master plans for the balanced and coordinated development of the universities in Nigeria and such plans shall include; to rationalize programme to be pursued by the universities in order to ensure that they are fully adequate to national needs and objectives.

c. To recommend the establishment and location of new universities as and when considered necessary. To recommend for the establishment of new faculties or postgraduate institutions in existing universities or the approval or disapproval to establish such faculties or institutions.

d. To make such other investigation relating to higher education that the commission may consider necessary in the national interest.

e. To make such recommendations to the federal and state governments or to the universities relating to higher education that the commission may consider necessary in the national interest.

f. To inquire into and advise the federal government on the financial needs, both recurrent and capital, of university education in Nigeria and study the financial needs of university research and to ensure that adequate provision is made for this in the universities.

g. To receive block grants from the federal government and to allocate them to universities in accordance with such formula as may be laid down by the federal executive council.

h. To take into account, in advising the federal government on university finances, such grants as may be made to the universities by state governments and persons and institutions in and outside Nigeria.

i. To collate, analyze and publish information relating to university education in Nigeria; and from other sources where such information is relevant to the discharge of its functions under this act.

j. To undertake periodic reviews of the terms and conditions of service of personnel engaged in the universities and to make recommendations thereon to the federal government where appropriate.

k. To recommend to the visitor of a university that a visitation be made to such university as and when it considers it necessary.

l. To act as the agency for channeling all forms of external aid to the universities in Nigeria.

m. To carry out such other activities as are conducive to the discharge of its functions.

In 1985, the NUC decree No. 1 of 1974 was amended. The amendment increased the functions and structure of the commission, by incorporating the relevant sections of decree 16 of 1985, the responsibilities of drawing up minimum academic standards and accreditation of decrees and other academic programmes in all the universities. Subsequently, these were incorporated into decree No. 49 of 1988, as the amendment to the NUC decree No. 1 of 1974 (Abdullahi, p. 109)

The NUC started with just three divisions. However, over the years it has grown rapidly and evolved into seven departments of Administrative officer of the executive secretary, personnel management, finance and supplies, academic planning, physical planning, research and postgraduate development and data management. It also has 23 divisions and special units.

Thus, from being an advisory body in 1974, attached to the cabinet office, NUC has evolved into a statutory body currently functions as an overseer of the Nigerian universities.

### 4.5 Funding Modalities of Nigerian Universities

In spite of possessing the highest number of tertiary institutions and population enrollment especially in the universities, the Nigeria state is the lowest in terms of funding education

generally and universities particularly in Africa. Nigeria spends less than 1% of GNP on education while sub-Saharan Africa as a whole spends 3.4% (document of World Bank on NUSIP, November 19, 2001 p.5) in facts; the percentage of GNP spending on education between 1994 and 2000 was at 0.76%. Angola spends 7 times in proportion to its GNP more than Nigeria, south Africa 11.9times, Ghana six times, Kenya 9.29times and Malawi 7.71 (Obikoye, 2002) the irony of it is while Nigeria spends an average 0.76% on education, it allocates 3.7% of its GNP on debt servicing. (Debt cancellation; a case for Nigeria p.29).

Based on the funding criteria, the funding trends received by NUC and to be disbursed topublic universities controlled by the Federal Government of Nigeria between the years 2001 and 2009 were examined below. Okojie (2010) reported the trends of funds received byFederal Universities as shown in Table 4.1

**Table 4.1 Trends of Funds received by Federal Universities in Nigeria**

| Year | Recurrent Grants (Naira) | Capital Grants (Naira) |
|---|---|---|
| 2001 | 28 419 719 502. 84 4 | 226 691 359. 00 |
| 2002 | 30 351 483 193. 00 | - |
| 2003 | 34 203 050 936. 33 | - |
| 2004 | 41 492 948 787. 01 | 11 973 338 699. 00 |
| 2005 | 49 453 098 168. 72 | 8 822 869 440. 00 |
| 2006 | 75 400 267 475. 00 | 6 976 416 815. 00 |
| 2007 | 81 757 053 487. 00 | 8 808 205 850. 00 |
| 2008 | 92 219 484 808. 00 | 14 414 135 937. 00 |
| 2009 | 98 028 449 198. 00 | 10 571 861 732. 00 |

Source: (Okojie, 2010).

In Table 1, as of year 2009, 98 028 449 198. 00 Naira was received for recurrent grants and 10 571 861 732. 00 also received for capital grants for the entire 27 universities. The percentage increase in recurrent grants between the years 2000 and 2009was 247. 54 per cent and for capital grants was 445. 85 per cent.

The increase in funding figures between the years 2000 and 2009 seems encouraging and impressive. However, universities operate as international institutions. This implies that Nigerian universities obtain both teaching and research inputs from not only the immediate environment,

but also outside the shore of Nigeria. Therefore, the real value of these funds should be determined using US Dollars as a bench mark. As of the year 2000, the average exchange value of one US Dollar to one Nigerian Naira was 86 Naira. Based on this calculation, the recurrent grants received by the entire 27 federally controlled universities was USD 327 979 289. 14 and the value for capital grants was USD 22 520 763. 16. In the year 2009, the average exchange value of one US Dollar to one Nigerian Naira was 158 Naira. Therefore, the recurrent grants received by the entire 27 federally controlled universities was USD 620 433 222. 77 and the value for capital grants was USD 66 910 517. 29. The percentage increment in recurrent grants between the years 2000 and 2009 was 89. 17 per cent and for capital grants was 197. 11 per cent. The implication of this funding analysis reflects the observation of the World Bank (2010) study that there is problem of financing qualitative university education in Africa. Apart from the low real value fund between the years 2000 and 2009, the upsurge in degree students' enrolment, that is, over 100 per cent as reported by Okojie (2010) is yet another dimension to compound the problem. The earlier study by Saint, Hartnett, and Strassner (2003) also found that between the years 1990 and 1997, the real value of government allocations for higher education declined by 27 per cent- even as enrolment grew by 79 per cent. Although there was slight increment between the years 2000 and 2009 in the real value of fund especially in capital grants, such increment seems to be incommensurable with the rise in degree students' enrolment for instance. Okojie (2010) admitted that most federally controlled universities' administrators complain of inadequate funding and they are not allowed to charge undergraduate tuition fees. The effects of this funding problem could have resulted to some of Obanya's (2002) earlier observations on deterioration of physical facilities; internal and external brain drain among the intellectual class; and overstretching of teaching, research and managerial capacities in Nigerian university system.

In relation to the university's mandate on research for instance, Olayiwola (2010) also claimed that, Since most research input and equipment are imported, the purchasing power of the naira has been weakening as a result of the devaluation of currency. Most of the input in the form of books, journals, and laboratory equipment could not be sustained for research activities. (Olayiwola, 2010, p. 152).

As a result of these daunting teaching and research situations, universities' administrators have consistently identified funding issues as a critical challenge in discharging their functions effectively.

The effort of the Federal Government of Nigeria to address the funding issue in not only the university sector, but the entire education system was demonstrated by the establishment of Education Trust Fund (ETF) in the year 1993. ETF was created via Education Tax Decree No. 7 of 1993, Laws of the Federation of Nigeria and amended by Education Tax Decree No. 40 of 1998. This body is saddled with the responsibility of administering the entire 2 per cent education tax on profit from every company registered in Nigeria. Specifically, the ETF Board of Trustees administers the tax revenue imposed by this Decree and disburses the same amount or fund to federal, state, and local governments educational institutions in addressing the following areas:

- Works centre and prototype development;
- Staff development and conference attendance;
- Library system at the different levels of education;
- Research equipment procurement and maintenance;
- Higher education book development fund;

- Redressing any imbalance in enrolment tax mix as between the higher educational institutions; and
- Execution of the 9-year compulsory education programme. (ETF, 2011)

Therefore, it could be concluded that ETF is established to assist or supplement in the execution of projects relating directly to the teaching, learning and research functions of public universities and other public educational institutions in Nigeria.

ETF as a body collaborates with relevant institutions such as NUC, States Universal Basic Education Boards (SUBEBs), and National Commission for Colleges of Education (NCCE). ETF also works directly with each university in the area of identification of projects to be executed and disbursement of funds. To disburse this tax revenue across all the levels of education, the sharing formula is:

- The higher education section receives 50 per cent;
- The primary education section receives 40 per cent; and
- The secondary education section receives 10 per cent. (ETF, 2011)

The distribution formula within the higher education section is in the ratio of 2: 1: 1 as between universities, polytechnics, and colleges of education respectively. Among the universities, Eze (2011) reported that all universities are funded equally irrespective of the duration or year of establishment.

In the same vein, allocation to education as a percentage of budgets has been consistently low. It was less than 10% between 1984 and 1998. It worsened in 2000 when it dropped to 8.38 and in 2001 to 7% only. The UNESCO approved education spending in terms of GNP and national budget is 25%, for which most of the developed and rapid developing countries adhere to and even shoot beyond (Obikoye, 2002, Okeje 2002, World Bank 2000).

It has also been shown that the resulting effect of gross under funding is the dramatic compression of per student expenditure since the mid 80s. From an average of N60,000 in 1985 to less than N10,000 in 1992. In 1997 the cost was N25,000 and in 1999 it rose to N35,000. The minimum recommendation of the unit cost of N130,000 per student was made by the world bank for all countries of the world (Onokeaye and Nwoku 1992 and Obikoye, 2002).

In the same vein, the university employment structure is distorted. The teaching and research and research staff of all the federal universities are less 20% percent, while 80percent are administrative staff both senior and junior. And it is the administrative cadre that consumes over 70% of personnel emolument compared to 25% for the academic staff (see all NUC Annual Reports especially between 1985-2002).

The national universities commission (NUC) which is charged with the duty of advising the government on the financial needs for both recurrent and capital expenditures of universities in Nigeria, receives a block grant annually from the federal government and allocates same to universities using approved parameters. The cycle is as follows;

i. The NUC receives a budget call circular from the federal ministry of finance in august each year.

ii. NUC them writes each university to submit estimates of both recurrent and capital expenditures for the following year. Submissions are expected to be returned to NUC by December 31, of each year.

iii. NUC holds budget hearing with individual universities.

iv. NUC then prepares its recommendation for each university's recurrent and capital budgets, using approved parameters. It takes account of specification in the call circular.

v. The budget recommendation is defended by the NUC at the federal ministry of finance before a subcommittee of the federal executive council.

vi. The base data on the current and accurate enrolment are determined to arrive at the recurrent fund allocation to universities. This takes into consideration the differences in growth rates and generation of universities. Enrolment in science and art disciplines and

both undergraduate and postgraduate levels are also taken into account. With regards to capital funds requirement by universities, it is determined in the three year rolling plan and quarterly. The criteria used by the NUC include standards for all building based on both space per student and cost per unit/space. Priority is given to academic building and facilities. Capital allocations are based on NUC approved Master Plan for each university. Universities of the same age group are treated equally and the capital release is tied to specific projects.

### 4.5.1 Monitoring of funds

The NUC monitors the utilization of funds released to the universities for example, release of library development fund (LDF) depends on proper accounting of the previous release. Universities are also expected to expend 60% of the library development fund on books and journals and the balance of 40% is for salaries of library staff and other goods and service.

Capital grant funds are equally released only after the university renders accounts for previous releases. While this may help in ensuring accountability and proper management of scarce resources, the process sometimes creates delays in funds reaching the universities on time.

## 4.6 Administrative Structure of the University System

**The Governing Council**

This is the governing body of the university and is charged with the general control and superintendence of the policy, finances and property of the university, including its public relation. It is the link between the government and the university. The council may take statutes, rules or regulations for the purpose of exercising any of its functions. It recommends the persons to be appointed as vice chancellor to the government; and also appoints other principal officers of the university, i.e. DVCs, Registrar, Bursar, Liberian as well as Professors, Readers and other senior academic, administrative and technical staff. The ABU council is constitute according to section 14 and statue 4 of the university law and composed of Pro- Chancellor (chairman), vice

chancellor, DVCs, Representative of the Government, Federal Ministry of education, External members (6), Senate members (4) and representative of the congregation (2), and in attendance are principal officers. ABU council is constituted according to section 14 and statue 4 of the university law.

### 4.6.1 The Senate

The senate is one of the major decision organs of the university, second only to the council; its functions include coordinating the admissions of candidates to course of study, the appointment of external examiners, the formulation and modification of guidelines for the organization and setting up of faculties and department; approval of award of degrees, diplomas and certificates. The senate is constituted according to ABU law section 19 and statue 5, and functions, subject to the provision of the law and statues and subject also to the control by council in all matters affecting the finances of the university, the senate manages the educational affairs of the university and acts for the university in all matters. Composition; Vice-chancellor (chairman), DVCs, all Professors holding established chairs, Directors, Deans, Head of Department and university librarian as well as faculty and congregation elected representatives. In attendance are the principal officers. The senate is, indeed, dogged by large composition size.

### 4.6.2 The Congregation

Constituted under section 21 and statue 7 of ABU law, and is composed of the Vice-chancellor as the chairman and all senior (degree or equivalent certificates holding) staff of the university; and its primary function is to enable the staff as a body express its views on any matter affecting the interest and welfare of the university community. The Registrar is the secretary.

### 4.6.3 The Principal Officers

Apart from above, there are principal officers identified by the university laws, and were to assist the vice-chancellor in the day to day management of the university and are accountable to him, especially in administrative, academic, financial and security matters. They constitute the DVCs, Registrar, Bursar and the Librarian. The DVC (administration) generally shoulders issues pertaining to security, staff and student welfare, public relation and trade unionism; DVC (academic) shoulders issues relating to admission, academic standards, promotion of staffs, staffs training and development and linkages; the Registrar takes care of documentation, legal matters and general day to day routine administrative concerns; while the Bursar is charged with financial matters of the university and the Librarian is responsible with library maters.

### 4.6.4 The Bursar

The Bursar as Chief Finance Officer of the university is responsible to the Vice-Chancellor for the day-to-day management of the university's finance in conformity with financial instructions and broad guidelines laid down by Council.

The Bursar is expected to keep the Vice-Chancellor constantly informed of the financial situation of the university and assist him ensure that all expenditure are in accordance with the operative budget and in conformity with the financial regulations of the university. For example, spending limits of keys officers and tender should be an open secret to ensure strict adherence.

The Bursar is also required to prepare and distribute university management manuals (finance) to principal officers, Directors, Deans, Heads of Departments, Administrative staff and others involved in resource management. These include the annual Budget Document and Tender Manual which could serve as reference books and operational guidelines.

The Bursar is further expected to assist the Vice-Chancellor to find other sources of revenue for the university and to invest wisely any fund that may be raised.

### 4.6.5 The Internal Audit Unit

One of the offices that is quietly involved in the resource management of the university is the Audit Unit headed by the Chief Internal Auditor. The unit is not an integral part of the Bursary and the Chief Internal Auditor operates independently of the Bursar. He is directly responsible to the Vice-Chancellor. His function is to assure the Vice-Chancellor at all times that the finances of the university are administered strictly in accordance with the financial regulations of the university. Consequently, he conducts regular checks, undertakes both preventive and investigative inspections and makes regular reports to the Vice-Chancellor.

### 4.6.6 The Faculty/School/College

This is the major academic unit of the university and is made up of various academic departments, sections and units. The faulty, through its Board, regulates the teaching and conduct of examinations and makes recommendations to the senate for the award of degrees, diplomas and certificates as well as for admission of students. The dean of faculty serves as chairman of the faculty board and is made up of the academic staff of the faculty as well as representatives of other faculties.

### 4.6.7 The Academic Department

This is one of the criteria unit of the university, where the core functions of the university is discharged, i.e. the operational level of realizing corporate goals and objectives of the university system, especially in the area of teaching, research and services. The department, according to

Aminu (2005), is …the back bone of the entire university system. The department is under a headship that gives both administrative and academic leadership towards achieving the unit/department assigns the duties to be performed by all the staff of the unit/department and assesses the performance of all the staff for purpose of payment of their salaries, promotion, and staff training as well as for disciplinary action where necessary. The head also recommends prospective candidates for admission and, in case of staff matters, for recruitment.

### 4.6.8 Other Key Functionaries in the University Management Structure

- Director, Physical Planning: responsible for physical development of the university as well as the maintenance and general up-keep of the university buildings, water and electric power supply, communication facilities;
- Director, Academic planning: responsible for planning academic matters such as academic calendar, budgeting and liaison with the NUC
- Dean, student affairs: responsible for the general welfare of the students, students accommodation, career guidance and counseling, recreational and sporting activities, students union, club, societies and association as well as responsible for discipline of students, without prejudice to the functions of students disciplinary committee, senate and the vice chancellor;
- The Chief Security Officer: responsible for the security of the property of the university and those of staff and students; enforcement agent of the university rules and regulation and adviser to the vice chancellor on university security matters generally and
- Students' union government: the body that contains student socio-political activism. The university recognizes and support the students union with a view to promoting

peaceful co-existence and mutual understanding among students and members of the university community. The health relations bridge the communication gap between the university management and the student body and enhance student's participation in university governance. For instance, the student union participate in the university students welfare, disciplinary, ceremonies, health services, library, sexual harassment, sports and social ethics committees etc.

The various committees formed represents the working ofthe entire system of the university and by implication, no area is left outas the absence of any unit may impinge upon the survival, stability and progress of the system. Significant number of the committees is under the chairmanship of the Vice Chancellor and, sometimes, the Deputy Vice Chancellors. Although membership of these committees cut across the diverse and fully represents the various units/sections/departments of the university. The system is imbibed with democratic value, participatory and consultative management pattern and enhances collaborative efforts, constructive engagement and mutual benefits towards achieving the university goals and objectives. The system is probably the most democratic organization for its heavy reliance on participatory or committee management pattern in decision making.

However, leadership attitude, behavioural disposition and, indeed, management style has been the bane for effective management, efficient operation and, indeed, institutional stability of the Nigerian university system. A situation where leadership fill most key positions and or committees with only its confidants (competent and incompetent), and these groups characterized the management, can invariably lead to authoritarian, sectarian and self serving management pattern- to the disillusionment of the vast majority. Loyalty becomes the order, while so called "opposition" staff are branded, alienated and discriminated upon. As

Adefila(2005) also notes, “loyal staff” become more interested in only satisfying management, even at the expenses of the development of the university. Furthermore, such staffs invariably do not have the time to develop scholarship and subsequently become problems to themselves and the university, after premature occupation of positions.

Furthermore, poor relationship between top management and unit/sectional heads (Director/Deans/Head of Department) can also lead to poor allocation of resources (financial, materials and staffing). It is part of management structural manipulative style or control mechanism to allocate resources to various units of the university without due regard to need or budgetary submissions from the unit head. Faculties/departments/unit waits for resources allocation at the whims and disposal of the management. The traditional budgetary preparation and annual reports from unit heads, which usually contain information and data on all their respective area of needs, operations, review of current programmes and in-depth plans for the future have all been gradually scuttled and finally abandoned in the university system-a factor said to have been caused by government poor funding, manipulation and central control of the Nigerian university system.

The university system, by its structure, functions and operational pattern, is indeed, a distinctive organization – essentially designed to create enabling environment conductivefor social and psychological development of the institutional community. It is imperative, therefore, to manage the system with sense of humanity; for the human factor is the basis, the core dimension and the very essence for the establishment, survival and, indeed, development of all social organizations-and the university is the bedrock for the provision of the qualitative and quantitative human inputs that will propel the engine of these organizational.

# CHAPTER FIVE

# DATA PRESENTATION AND ANALYSIS

## 5.1 Introduction

This chapter presents and analysed data that was collected from the field through quantitative and qualitative methods which was conclusively tested.

## 5.2 Data Presentation

This chapter present and analyze the research data obtained from both primary and secondary sources. Statistical data presentation is made covenant and systematic by the use of tables reflecting frequency distribution of response and percentages and re-organization of the research data to enable efficient test of the postulated hypothesis. Interviews responses and literature information were used to augment the information obtained from the questionnaire instrument.

Using simple random technique, questionnaire instrument were distributed proportionally to the academic staff of some department of the selected universities while interview sessions were held with the selected principal administrative staff of the universities.

**Table 5.1 Summary of Questionnaire Distributed and Retrieved from Respondents**

| S/No | University | Distributed | | Returned | | Unreturned | |
|---|---|---|---|---|---|---|---|
| 1 | Ahmadu Bello University | 212 | 60% | 175 | 83% | 32 | 17% |
| 2 | Nasarawa State University | 140 | 40% | 96 | 69% | 31 | 46.33% |
| Total | Average Response | 352 | 100% | 271 | 77% | 63 | 23% |

Source:-Researcher's Survey, 2015

The proportion of the returned questionnaire to the total number distributed in the two universities reveals high retrieval rate with percentage responses of 83percentand 69percent for ABU Zaria and Nasarawa State University respectively. The 77% average rate of return for the two universities is acceptable as basis for making valid inferences and conclusions.

In ABU Zaria where two hundred and twelve questionnaires were distributed, a total of one hundred and seventy five were retrieved. Thirty two questionnaires were not completed and returned due to respondents uncooperative attitudes because 18 were wrongly filled, 14 could not be retrieved. In the same vein in Nasarawa state university, one hundred and fourty questionnaires were distributed, ninety six returned while thirty one were not returned. Twenty one of the questionnaires were wrongfully filled while the remaining ten could not be retrieved. In all the percentage of the unreturned questionnaires is 23%.

Nonetheless, the returned one hundred and seventy five, ninety six questionnaires from ABU Zaria andNasarawa state university Keffi, respondents is considered sufficient for meaningful basis for valid conclusions.

## 5.3 Respondent Profile

Detailed information about the caliber, qualification, composition and working experience of the respondents lay credence, validity and reliability to the data or information generated from the primary source of the research. This is the rationale for the following profile of the respondents.

**Table 5.2 Age Group of Respondent**

| S/No | Responses | Abu Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | 20-30 | 22 | 10 | 15 | 10.7 |
| B | 31-40 | 38 | 18 | 19 | 13.6 |
| C | 41-50 | 65 | 31 | 45 | 32.1 |
| D | 51-60 | 48 | 23 | 40 | 28.6 |
| E | 61-above | 39 | 18 | 21 | 15 |
| | | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015.

The responses in table 5.2 above reveals that the bulk of the academic manpower of the two universities are within the age range of forty-one and sixty which constitute 110%, and 88% of the academic staff in ABU andNasarawastate universities respectively. This age bracket is favorable for productive university system both in terms of physical and mental agility. The age group represents maturity in both human life-span, intellectual and administrative management experiences. With enabling working condition,one should expect vibrant intellectual output from the age group.

**Table 5.3 Gender Distribution of Respondents**

| S/No | Responses "Gender" | Abu Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Male | 158 | 75 | 93 | 66 |
| B | Female | 64 | 25 | 47 | 34 |
| | | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015.

From the statistic on table 5.3, it is evident that male lecturers constitute a large number of academic staff of the two universities in ABU Zaria, Male lecturers constitute seventy

fivepercent (75%) of lecturing workforce, in Nasarawa state university male constitute sixty five percent of the lecturers. In ABU Zaria female lecturers constitute twenty percent of the lecturing workforce, in Nasarawa state university, female are thirty four percent fairly above Abu Zaria ratio. This statistics reveals unfair gender balance and representation in the universities manpower structure. NasarawaState University is probably fairer in moving towards gender balance in her employment.

**Table 5.4 Qualification of Respondents**

| S/No | Responses | Abu Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | BA/BSC | 36 | 17 | 20 | 14.3 |
| B | MA/MSC | 107 | 50 | 69 | 49.3 |
| C | MPH/PHD | 69 | 33 | 51 | 36.4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

The data on table 5.4 above indicate that master degree holders constitute the largest share of academic staff in the two universities under study. In Abu Zaria, Masters holders constitute 50% while at Nasarawa state university, they constitute 49.3%. Each of the universities has small number of graduate assistants being groomed for a more challenging intellectual work in future. It is a good succession planning device.

## 5.4 Dimensions of Underfunding Problems

Although literature research evidences revealed that like public universities in Nigeria, the private universities are also facing funding challenges due to capital intensive nature of

university education, Thisis the present result of the survey in the federal government schools, (Abiodun, 2011).

**Table 5.5 Government is the major financier of University Education**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 59 | 28 | 38 | 27 |
| B | Agree | 105 | 50 | 75 | 54 |
| C | Undecided | 16 | 7 | 18 | 13 |
| D | Disagree | 23 | 11 | 06 | 4 |
| E | Strongly Disagree | 9 | 4 | 3 | 2 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

The statistical information in table 5.5 above reveals an overwhelming agreement with the research poser that government is the major financier of university education. While 49% of the respondent from ABU, Zaria and 54% respondents from Nasarawa state university confirms it. This is inline with NUC (2002) and subsequent regulations which observed that 90% of the total university funding is provided by the federal government in case of federal universities, and by the states in the case of the state universities. NUC expect the remaining 10% to be generated through IGR. The remaining 10% is usually generated through student fees/levies, private sector contribution and commercial activities of the universities such the consultancy services and other sources. It has been seriously challenging to universities to generate the IGR of 10% in view of the embargo federal government placed on tuition fees from undergraduate programme since 1978 and reiterated in 2002.

**Table 5.6 Government provides adequate Funding.**

| S/No | Responses | Abu Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 2 | 1 | 2 | 1 |
| B | Agree | 8 | 4 | 3 | 2 |
| C | Undecided | 19 | 9 | 10 | 7 |
| D | Disagree | 128 | 60 | 85 | 61 |
| E | Strongly Disagree | 55 | 26 | 40 | 29 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Overwhelming majority of the respondents from ABU Zaria and Nasarawa state university 60% and 61% respectively indicate that government does not provide adequate funding of university education in Nigeria. Government has overtime been rationalizing her inability to provide funds to meet all the needs of the universities in view of other sectors of the economy which also compete for resources allocation.

The claim of underfunding of university education is indeed the most controversial issue in the experience of Nigeria public finance. Federal government, for instance allocated an average of 68% of its total education expenditure to tertiary education between 1996 and 2002. In the same year, the average share of the secondary level was 14.5% (for federal unity schools) and that of the primary level was 11.5% in 2004. However, total allocation to education stood at N93billion and allocation to tertiary education grew fromN48.2biliion in 2003 to N55.4billion in 2004 representing growth in allocation for both recurrent and capital (Christiana, 2011).

Although it is still observed that Nigeria's funding of education has not reach UNESCO target of 27% of its national budget, government efforts have been monumental, though system expansion

and enrolment explosion has often created wide gulf between demand and supply of university education in Nigeria.

> The Nigerian universities system lacks the financial resources to maintain education quality because Nigeria's recent allocation share for education diverges sharply from regional and international norms. For example UNESCO report (2000) indicates that for 19 other countries of sub-Saharan Africa education expenditures average 5.1 percent GDP and 14.3% of Government expenditure (Hinchiffe, 2002), In fact, Nigeria's funding efforts of education is low and its budgetary priority for education sector is even low (Oyo Sobowale(2011.2).

Moreso, Cookey repost of 1981 has observed that there is no generally accepted rule for determining the level of aggregating funding to the university system by government and that the argument is a matter of politics and economics (Raymond 2007). This is also corroborated by Jorge Saavedra of the world bank who said there is no approve adequate level of resources that a country should devote to education although the actual level of resources a country invest helps to determine the quantity and quality of education received by its children (Jorge, 2002).See Appendix I attached showing Ahmadu Bello University, Zaria and Nasarawa State University, Keffi budgetary allocations budgeted for, approved and actual amount received within the time frame of study-2001-2009. From the tables, it shows that what was actually budgeted for even though there was a slight difference from approved, the amount received/release was not encouraging. Also most of the amount released usually to goes to recurrent expenditure living very insignificant amount for capital expenditure.From the table presented in Appendix I, it unraveled how huge amount of money is being spent on staff salary and other overhead cost instead of developing infrastructures and financing capital projects as well as investing on research and training.

**Table 5.7 IGR has shown significant rise**

| S/No | Responses | Abu Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 50 | 23 | 40 | 29 |
| B | Agree | 120 | 57 | 65 | 46 |
| C | Undecided | 2 | 1 | 5 | 4 |
| D | Disagree | 40 | 19 | 20 | 14 |
| E | Strongly Disagree | - | 0 | 10 | 7 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Responses on table 5.7 above indicate that IGR has significantly risen. In ABU Zaria because 57% of the respondents agree that IGR has risen while nineteen (19%) percent of the respondents disagree that IGR has not risen. In Nasarawa state university 46% of the respondent agree that IGR has risen while fourteen (14%) of the respondents disagrees that IGR has not risen. The close marking between "agree" and "disagree" response in both schools indicate that there isunclear situation on the matter. This statistics reveals that although the universities are generating substantial revenues from student's fees and ventures, this is still below the required 10% IRG mandate NUC has placed on the universities.

Moreso, there seems to be reluctance on the part of university administrators in Nigeria university system to quickly heed to the persistent federal government advice to diversify and monetize some university services and researches. This is what university autonomy act implies and Nigeria university administrators prefer to sit back to receive lump-sum budgetary allocation and grants instead of being proactive and aggressively manage the system as a corporate entity that must survive based on self-hard-earned resources.

Managing university as a corporate entity requires the university administrators and stakeholders to quickly take advantage of university autonomy act and diversify funding sources through private sector partnership and appropriate pricing of university facilities and services such as hostel accommodation, collaboration with industry for researches and other ventures.

This will also require drastic restructuring of the curricular outside traditional domain and scope to meet the demands of national economy and global standard. In this way, Nigeria universities will redeem large number of citizens that opt out to foreign countries for standard education as well attract foreign countries from Africa, Asia and other countries of the world. This is the footsteps of Malaysia and others. This is the only way the gimmicks of underfunding and the 10% IGR mandate can be resolved. Nigeria university community should know that it isn't that government doesn't have money to fund universities but that government want the universities to take care of themselves financially as corporate bodies with human capacity to device sustainable survival strategies. See Appendix II showing Internally Generated Revenue (IGR) of both universities within the time frame of the study. From both tables, it shows that IGR is rising. In A.B.U, Zaria ₦322,752,266.00 was generated in the year 2002 while in 2008, 2009 ₦674,897,521.00, and ₦712,526,213.00 were generated respectively. This shows a steady increase through aggressive IGR mobilization in the university. While in Nasarawa State University, Keffi there was no record of IGR between the year 2001-2005 but it was on record that between 2006-2009, ₦420,116,302 and ₦1,617,270.196 were generated respectively. The huge gap in Nasarawa State University, Keffi was due to diversified sources from the university.

**Table 5.8 Students are overburdened with fees and charges.**

| S/No | Responses | Abu Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 12 | 6 | 4 | 3 |
| B | Agree | 20 | 9 | 10 | 7 |
| C | Undecided | 20 | 9 | 6 | 4 |
| D | Disagree | 140 | 67 | 80 | 57 |
| E | Strongly Disagree | 20 | 9 | 40 | 29 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Responses in table 5.8 above reveals that students from the two selected universities are not over burdened with school fees and charges. This is indicated by 67% respondents in ABU Zaria and57% in Nasarawa state university. Yet the lecturers who responded said that these fees are not expensive. This probably is in cognizance with the quality of education students receive, the environment and the facility and quality of service provided.

The fairly large size of minority opinion that claim in ABU and Nasarawa state university that students are overburdened with fees are opinions probably expressed to explained newly varied fees such as library, ICT, departmental, Accommodation, sport and other fees. However when these fees and charges are compared to other Africa Countries, Nigeria still charges lower school fees. Currently undergraduate students in various federal and state universities in Nigeria including ABU, Zaria and Nasarawa state university pay fees between N30,000 and N50,000 per session and this amount is cheap when compared to what is obtainable in other sub-Sahara African countries like south Africa and Ghana (Bamiro and Adedeji 2010). See Appendix III showing trends in Ahmadu Bello University, Zaria and Nasarawa State University, Keffi fees and charges for various courses at both Undergraduate and Postgraduate respectively.

**Table 5.9 Establishment of more Universities increase funding problems**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 55 | 26 | 50 | 36 |
| B | Agree | 120 | 57 | 80 | 57 |
| C | Undecided | 15 | 7 | 10 | 7 |
| D | Disagree | 17 | 8 | - | 0 |
| E | Strongly Disagree | 5 | 2 | - | 0 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

The statistical data on table 5.9 above indicates that fifty seven percent and fifty seven percent majority respondents agreed that establishment of more universities in Nigeria compounded underfunding problems in the university education system. In the two public universityhowever, seventeen percent from ABU Zaria opined that establishing more universities does not have any linear problem on funding while zero percent from Nasarawa university disagrees with the assertion that establishing more universities is responsible to underfunding problem in the university system. This opinion probably emanate from the believe system in Academic circle that Nigeria government is rich enough to pay for whatever expansion Nigeria education system experiences and that government is simply reluctant, and refusing to prioritize education and has been playing politics with funding of university education. However, to corroborate the opinion of the majority respondents that establishment of more universities worsen funding problem literature and historical antecedents of university education in Nigeria is supportive (Fafunwa 1971, Onyeonoru 2007, Ukeje 2002 and Shina 2012)

**Table 5.10Enrolment Expansion deteriorate funding capacity of government**

| S/No | Responses | Abu Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 60 | 28 | 50 | 36 |
| B | Agree | 127 | 60 | 70 | 50 |
| C | Undecided | 5 | 2 | 10 | 6 |
| D | Disagree | 10 | 5 | 5 | 4 |
| E | Strongly Disagree | 10 | 5 | 5 | 4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Overwhelming respondents in table 5.10 above indicated thatsixty percent and fifty percent from ABU Zaria and Nasarawa state university respectively agreed that enrolment explosion in Nigeria university system compounded underfunding problem. While five percent and four percent of the respondents from ABU and Nasarawa state university respectively disagree that enrolment explosion worsen underfunding problem in Nigeria university system

**Table 5.11 Poor resources management intensify funding problem**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 50 | 24 | 40 | 29 |
| B | Agree | 130 | 61 | 80 | 56 |
| C | Undecided | 20 | 9 | 5 | 4 |
| D | Disagree | 10 | 5 | 10 | 7 |
| E | Strongly Disagree | 2 | 1 | 5 | 4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Respondents in table 5.11 indicates that majority of the respondents in ABU Zaria 61% and 56% inNasarawaState University, Keffi agrees that poor resources management deteriorate funding

condition of university system. On the other hands, five percent of the respondents in ABU, Zaria and seven percent in Nasarawa state university disagree that poor resources management contributes to underfunding problem.

The opinion of the majority of the respondent in the above table seems to have strong base: because there were instances that many university administrators in 2004 failed to access and utilize financial allocation given to their institution due to their inability to understand the modalities for accessing the funds. The heads of tertiary institutions were thus confronted with the problem of "due process" which has made it difficult for many ministries and agencies of government to received funds allocated to them for their activities. The Minister of Education, was angry about the inability of some heads of tertiary institutions to utilize a standardized process to access available funds provided in the 2004 budget and warned that henceforth government would view seriously the non-utilization of the full capital allocations by any institution.

Apart from the above glaring incompetence of tertiary institution officials to access budgeted funds through due process, there is the problem of efficient management of the available financial resources. This is because a good education financial system generate by itself adequate level of funding while promoting efficiency and equity aimed at optimizing the distribution of education quality and its benefit among the members of society. Increasing educational financial allocation and expenditure is not of course a panacea for underfunding problem but efficient resources allocation and utilization among competing ends within education system.

Moreso, in many circumstances increments in education spending do not translate automatically into improved outputs and outcomes. Under normal circumstances, increasing spending may

prove to be the wrong medicine for the country's education ailment, especially in Nigeria where corruption is the bane of corporate management and productivity. Empirical evidences have however shown that increase in conventional measures of education expenditures are not necessary linked to any significant improvement in students' outcome (Henushek and Kim, 1995).

**Table 5.12 Universities should adopt performance Budgeting system**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 50 | 24 | 30 | 21 |
| B | Agree | 110 | 52 | 70 | 51 |
| C | Undecided | 20 | 9 | 20 | 14 |
| D | Disagree | 20 | 9 | 20 | 14 |
| E | Strongly Disagree | 12 | 6 | - | 0 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

From the above responses in table 5.12, overwhelming respondents from the two universities agreed that universities should adopt performance budgeting in managing available financial resources. In ABU 52% and 51% Nasarawa respectively support application of performance budget so that units that perform enjoy higher resources allocation than non-performing units. This will serve as strong motivation and competition for resources and productivity among various university vocations and departments.

**Table 5.13 University should adopt public-private partnership participation to provide service**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 70 | 33 | 60 | 42 |
| B | Agree | 120 | 57 | 70 | 50 |
| C | Undecided | 15 | 7 | - | 0 |
| D | Disagree | 2 | 1 | 5 | 4 |
| E | Strongly Disagree | 5 | 2 | 5 | 4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Responses in table 5.13 above indicates that fifty seven percent (57%) in ABU, Zaria and fifty percent (99%) in Nasarawa state university agreed that government should go into partnership with the private sector to efficiently provide facilities and social service needed by the university community. Apart from serving as a mechanism for tapping managerial aptitude and financial resources of the private partners, the collaboration would help the university to direct its scarce resources to more pressing core activities. The strategy would also help the universities to generate additional revenue to be directed into quality teaching and research endeavors. This will simultaneously reduce overhead cost on social infrastructure as hostels, cafeteria, water and electricity generation will be effectively utilized

**Table 5.14 Cost Sharing Policy of Funding shall be applied**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 60 | 28 | 50 | 35 |
| B | Agree | 90 | 43 | 70 | 50 |
| C | Undecided | 30 | 14 | 10 | 7 |
| D | Disagree | 17 | 8 | 5 | 4 |
| E | Strongly Disagree | 15 | 7 | 5 | 4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Majority of the respondents in ABU Zaria and Nasarawa state university, fourty three and fifty percent respectively agree that cost sharing policy of funding be adopted in Nigeria university system to ameliorate the problem of underfunding that have been perpetually sapping the production capacity of Nigeria university system. Definitely, cost-sharing between stakeholders of university education, especially between governments, the university management, parents and the industries will make available financed and other vital resources that will promote quality teaching and research. As laudable as this policy thrust look at its face value, its caveat however will prevent a large number of the children of the majority poor from access to university education. Moreso, it has been a policy thrust that World Bank and its neo-liberal economist have been canvassing for this long time ago. Thus, in designing the cost-sharing pattern, care must be taken to put into consideration the ability of the majority poor to pay the price tag of university education, otherwise public university education will be like private university education where it will get out of the reach of the majority low income earners in Nigeria economy. See Appendix IV showing trends in students school fees increments in both universities between the period of 2001-2009.

**Table 5.15 Staff Salary is above international Average**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 10 | 5 | - | 0 |
| B | Agree | - | 0 | - | 0 |
| C | Undecided | 2 | 1 | 2 | 1 |
| D | Disagree | 160 | 75 | 118 | 85 |
| E | Strongly Disagree | 40 | 19 | 20 | 14 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Responses in table 5.15 above reveals that staff salaries in the two selected universities are not above international average. This is indicated by 75% respondents in ABU Zaria and85% in Nasarawastate universities. This indicates that university salaries in Nigeria are not adequate take-home pay that can motivate optimal performance in terms of teaching and research innovation. If staff salaries are not attractive, it cannot retain competent lecturers.

**Table 5.16 Academic Allowances are regularly paid**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 12 | 6 | - | 0 |
| B | Agree | 20 | 9 | - | 0 |
| C | Undecided | 20 | 9 | 10 | 7 |
| D | Disagree | 120 | 57 | 70 | 51 |
| E | Strongly Disagree | 40 | 19 | 60 | 42 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

The statistical data on table 5.16 above indicates that fifty seven respondents, fifty one respondents from ABU Zaria and NasarawaState University disagree that academic allowance

are paid regularly. There is no sharp contrast with their response on adequacy of the academic allowances being paid regularly. This is not of course revealed in this research interview session. The principal officials interviewed all affirmed that their salary and academic allowance are regularly paid and argued that the issues of adequacy or otherwise of these payments are subjective and depend on the opinion of individual workers. The payment of academic allowance would enable academic staff to conveniently attend conferences and publish their researches in reputable intellectual journals nationally and internationally.

**Table 5.17 Staff Training and Development allowances are Adequate**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 60 | 28 | 41 | 30 |
| B | Agree | 140 | 67 | 90 | 65 |
| C | Undecided | 2 | 1 | 5 | 3 |
| D | Disagree | 5 | 2 | 2 | 1 |
| E | Strongly Disagree | 5 | 2 | 2 | 1 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Responses on table 5.17 above reveals that staff training and development allowances are adequately paid to the staff of the two universities. This is supported by the 95% and 95% respondents from ABU Zaria andNasarawa state university respectively. This implies that human capacity development is being emphasized in Nigeria university system. The development is a positive one and goes to give assurance for quality teaching and research in Nigeria university system. To determine if this positive manpower development has induced staff commitment to teaching and research, the respondents were required to inform the researcher and the table below captured the responses.

**Table 5.18 lecturers are highly committed to their job**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 70 | 33 | 40 | 29 |
| B | Agree | 140 | 66 | 94 | 68 |
| C | Undecided | - | 0 | 2 | 1 |
| D | Disagree | 2 | 1 | 2 | 1 |
| E | Strongly Disagree | - | 0 | 2 | 1 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Overwhelming majority of the respondent in table 5.18 above indicate that university lecturers are committed to their teaching career now more than before. This view is represented by ninety-nine and ninety-seven percent of the respondents from ABU Zaria and Nasarawa state university respectively. This renewed commitment may be because of improved training and development incentives, academic allowances paid adequately and motivation derived in doing the job itself. This development will go along way to directly influence teaching and research quality and production of competent graduate which hold serious promise for sustainable development in the country.

**Table 5.19 Lecturers frequently attend international conferences and workshops**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 30 | 14 | 5 | 4 |
| B | Agree | 40 | 19 | 25 | 18 |
| C | Undecided | 10 | 5 | 5 | 4 |
| D | Disagree | 90 | 42 | 70 | 49 |
| E | Strongly Disagree | 42 | 20 | 35 | 25 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Respondents on table 5.19 above present conflictive information. In ABU Zaria 62% of the respondents disagree that lecturers now frequently attend international conferences and workshops, nineteen percent of the respondents in same school says lecturer now frequently attend international conference and seminars. In NasarawaState University, Keffi74% of the respondents disagree, eighteen percent of the respondent agree that staff now frequency attend international conference and workshops. The conflicting opinions in ABU and Nasarawa represented by close statistical data reveals the weakness of the two sides of the responses. This maybe due to the fact that although staff do attend international conferences and workshops, those attending may not be many and the attendance is not frequent.

**Table 5.20 Many lecturers have professional recognition internationally**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 30 | 14 | 35 | 25 |
| B | Agree | 40 | 19 | 85 | 60 |
| C | Undecided | 20 | 9 | 10 | 7 |
| D | Disagree | 76 | 36 | 5 | 4 |
| E | Strongly Disagree | 46 | 22 | 5 | 4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

The statistical data on table 5.20 above doesn't reveal wide margin in the respondent's agreement and disagreement with the research proposition. In ABU Zaria where seventy six percent (76%) of the respondents disagree that many lecturers have professional recognition internationally, Nineteenpercent (19%) of the respondents agree with the proposition. In Nasarawa state university, there is a closer tie between "disagree" respondents (4%) and agree opinion holders (60%). This wide margin between "agree" and disagree" responses in the

twouniversities reveals the controversial nature of the research subject. The probability is that while there could be lecturers who have international recognition professionally in their field of specialization, in some they may be scarce and few in number. To further probe on the issue of professional recognition of lecturers, the respondents were also required to assess national recognition of the lectures in Nigeria university system nationally. And the statistical data on the table below present the result of the investigation.

**Table 5.21 Many lecturers have Professional recognition nationally**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 60 | 28 | 30 | 21 |
| B | Agree | 130 | 61 | 90 | 64 |
| C | Undecided | 10 | 5 | 10 | 7 |
| D | Disagree | 10 | 5 | 5 | 4 |
| E | Strongly Disagree | 2 | 1 | 5 | 4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Responses in table 5.21 above revealthat overwhelming majority agreement with the research proposition that many lecturers in Nigeria universities have professional recognition nationally. In the two universities sixty one percent (81%)and eighty five percent of the respondents in ABU Zaria andNasarawa state university, Keffi respectively agreed that many lecturers in Nigeria universities have professional recognition nationally. This revelation is favourable in promoting quality and standard education.

**Table 5.22 Many Lecturers have research breakthrough**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 20 | 9 | 5 | 4 |
| B | Agree | 60 | 28 | 35 | 25 |
| C | Undecided | - | 0 | 10 | 7 |
| D | Disagree | 92 | 44 | 70 | 50 |
| E | Strongly Disagree | 40 | 19 | 20 | 14 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

The general opinion of the respondents from the two universities indicate the many lecturers have not had research breakthrough. However, the close tie between "agree" responses in ABU Zaria (37%) and "disagree" response (29%) reveals controversy on the subject matter. ABU Zaria certainly have a number of lecturers with research breakthrough even if their number may not be large enough to be considered "many" as the research proposition enquires. The same close tie is revealed in the responses of Nasarawa state university where "agree" responses is 29% and disagree response is 64%.

The general impression of this statistics is that there is low adequate researches breakthrough in Nigeria university system and this may be attributed to poor funding of researches by government. Although in this regards, research support funding through EducationTrust Fund, Petroleum Tax Fund, International Organizationsand other bodies such as NGOs have yielded meaningful result than relying solely on government.

In both universities quality research output and research breakthrough within the time frame of the study has been on the average side. In Ahmadu Bello University, several researches and publications were conducted at both local and international journals of both Sciences, Law,

Social Sciences, Administration, History etc. Community services were equally carried out by lecturers of both universities with relative participation by members in conferences, public lectures, resource person and other academic functions. In Nasarawa State University for example, an award of excellence in African Literature at the International Conference on African Literature and the English Language was given to the then Deputy Vice-Chancellor (Administration) for her book "The Virtuous Woman". Also, in 2006 the Vice-Chancellor of Nasarawa State University was honoured by the Institute of Education, ABU Zaria and the National Council for Arts and Culture Abuja with a honorary Doctorate Degree for his best service to the society and academic per excellence.

**Table 5.23 Many graduates of the University show professional competence**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 40 | 19 | 20 | 14 |
| B | Agree | 120 | 56 | 95 | 67 |
| C | Undecided | 5 | 2 | 5 | 4 |
| D | Disagree | 35 | 17 | 15 | 11 |
| E | Strongly Disagree | 12 | 6 | 5 | 4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015.

Responses in table 5.23 above revealed that many graduates of Nigeria universities have been showing professional competence in their professional areas. This is a departure with the occurrence in the last ten years when graduate of Nigeria universities were rejected by foreign companies and some private business in the country. In the two universities 'Agree'responses range from seventy five percent (75%) and eighty-one percent (81%) for ABU Zaria andNasarawaState University, Keffirespectively.

In a study conducted by NUC (2004) which assessed labour market expectations of graduates from Nigerian universities which evaluated that there were some graduate roaming the streets, and none embarrassingly those that were hereby to secure employment had to undergo remedial training in order to budge the huge knowledge and skills gap left over from university training. In both ABU, Zaria a centre of excellence and Nasarawa State University whose motto is "knowledge for development" their graduates have shown professional competence in their various fields of endeavours. This was affirmed by Daisi (1997) as many graduates from the nations university(ies) have distinguished themselves in their areas of specialization so much that some of them are now professors in the best universities across the globe. The situation however started founding away due to decline in funding. However, as a result of positive intervention and response from ETF, TETFUND and NGO's through improved funding in recent times has began to once more influence on quality education.

**Table 5.24 The University witnessed industrial peace of 5-10 years**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 25 | 12 | 10 | 7 |
| B | Agree | 20 | 9 | 10 | 7 |
| C | Undecided | 15 | 7 | - | 0 |
| D | Disagree | 102 | 48 | 90 | 65 |
| E | Strongly Disagree | 50 | 24 | 30 | 21 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Statistical data on table 5.24 above indicate that the respondents in ABU Zaria and Nasarawa state university, Keffi disagree that Nigeria university have witnessed industrial harmony of 5-10 years consecutively within the time frame of this research (2001-2009). This is supported

by(72%) responses in ABU, eighty six percent (86%) respondent in Nasarawa state university respectively.

According to higher education news vol.1 No.5 of the Federal Ministry of Education 2003, the Nigerian University System has witnessed pervasive nationwide strikes either due to staff union (especially ASUU) strikes – 1999, 2000, 2001, 2002, 2004, 2009 and 2012. Most of these strikes and closure revolves round students' demonstration, industrial disputes and religious disruption. A.B.U Zaria a federal and premier university and Nasarawa a state university has both witness series of strikes and industrial closures thereby not witnessing industrial peace of 5-10 years consistently has indicated by the respondents opinion on the table above. Nasarawa state came on board in 2002 and has equally not witness industrial harmony of 5-10 years. This strongly undermine any serious meaningful academic progress to be achieved. In most cases the semester is either rushed or short-termed as students were often made to sit for examination without any regard to the long strike period.Peace is a precondition for meaningful academic activity and if it does not exist for a relatively long period of time, there would be no full concentration on teaching and research and progress will not be achieved in important endeavors.

**Table 5.24 Brain-drain phenomenon has decreased considerably**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 60 | 28 | 25 | 19 |
| B | Agree | 120 | 57 | 95 | 67 |
| C | Undecided | 2 | 1 | - | 0 |
| D | Disagree | 20 | 9 | 15 | 11 |
| E | Strongly Disagree | 10 | 5 | 5 | 3 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

Responses in table 5.25 above indicate that respondents in ABU Zaria (85%) and Nasarawa state university (86%) agree that brain drain phenomenon has considerably decreased while fourteen percent (14%) and fourteen (14%) of the respondents disagree that the phenomenon has not decreased. The conflicting opinion by the respondents indicates that although the phenomenon has decreased considerably, it is possibly still going on in minimal level. The decreased in brain drain phenomenon give credence to improving employment condition as well as improving working condition in Nigeria university.This reveal that gradually, quality teaching and research has begun to take place once again in Nigeria university system. In most of the establishment and organization, the researcher visited (NITT, FCE, Zaria, NARIT, NCAT, Banks etc) the rate at which the universities output has shown a high degree of less labour turnover rate. This has shown an improvement and confidence as a result of quality teaching and research due to a considerable decrease of brain-drain.

**Table 5.25 Examination malpractice is minimized**

| S/No | Responses | ABU Zaria | Nasarawa State University, Keffi | | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 60 | 28 | 30 | 21 |
| B | Agree | 90 | 42 | 80 | 57 |
| C | Undecided | 10 | 5 | 10 | 7 |
| D | Disagree | 35 | 17 | 15 | 11 |
| E | Strongly Disagree | 17 | 8 | 5 | 4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

The responses on table 5.26 above reveal that the respondents in the two selected universities agree that examination malpractice has minimized in Nigeria university system. This is indicated

by the statistical figures of seventy percent (70%) and seventy eight percent (78%) from ABU Zaria and Nasarawa State university respectively.

Reduction in examination malpractice in Nigeria university system is a positive signal that quality teaching by lecturers and hardwork by students is being institutionalized. This implies that value re-orientation amongst studentthat implies hard work, discipline and selfless service is being invigorated. This scenario would definitely breed quality culture in Nigeria university system. To further corroborate the above scenario the university system through the NUC has since 1999 continued to conduct several programmes accreditations and visitations to all the universities. With regards to reduction in examination malpractice, admission racketeering steps were taken and put in place in order to redress these decadence. For instance, the introduction of post-ume exams and screening after, applicants some passed JAMB exams has effectively reduced admission racketeering and equally reduced incidences of examination malpractices. Also internal control mechanism such as effective examination coordination and supervision, disciplinary procedures for examination offenders in most universities including both A.B.U Zaria and Nasarawa State University, have shown remarkable decrease in students' commitment to their studies thereby increasing quality while examination malpractice is minimized.To determine the extent to which quality culture is being imbibed in intellectual practice among Nigeria University Dons, respondents were required to inform the researcher about computer proficiency level of Nigeria university lecturers and the table below capture result of the opinion survey.

**Table 5.26 Over 60% of Academic staffs are Computer Proficient**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 70 | 32 | 30 | 21 |
| B | Agree | 110 | 52 | 85 | 61 |
| C | Undecided | 10 | 5 | 5 | 4 |
| D | Disagree | 12 | 6 | 10 | 7 |
| E | Strongly Disagree | 10 | 5 | 10 | 7 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015

The statistical data on table 5.27 above reveals that a large percentage of university lecturers are Proficient in the use of computer for research and other applications. This is indicated by eighty four percent (84%) respondents from ABU Zaria agrees with the question while 82% of the respondent inNasarawa state university, Keffiopined to the question respectively. However, in ABU Zaria andNasarawa state university universities, only six and seven percent did not agree to the question and this is insignificant. This conflicting opinion may be on the size of the number of lecturers claimed to have computer proficiency. There is no doubt that many lecturers are seen to efficiently use computer for academic activities.

The result of the subject matter of this research proposition is especially important as an indicator of quality of the lecturers. This is because computer has become an important and inevitable instrument of research and academic practice. Webometrics ranking of world universities is an indirect measure of strong web presence of individual intellectuals and their researches and journals. Without computer proficiency, lecturers cannot efficiently be present in the web. And if lecturer cannot post their blogs into the internet, the webometrics ranking of their universities will be low. The university webometric ranking system thus measures how strongly

a university is present in the web by its own web domain, sub-page, rich files, and scholarly article. Thus, web presence has been seen as a reliable indicator of the global performance and prestige of the universities, and as such, is an indirect way to measure all the university missions in teaching, research and transfer.

This is why the favourable result on computer proficiency of Nigeria university lectures holds promise for Nigeria University to join global webometrics ranking of universities. This is necessary if Nigeria universities must train foreign students.

**Table 5.27 The University performance has improved beyond the previous ranking level**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 40 | 19 | 40 | 29 |
| B | Agree | 132 | 62 | 80 | 56 |
| C | Undecided | 10 | 5 | 10 | 7 |
| D | Disagree | 20 | 9 | 5 | 4 |
| E | Strongly Disagree | 10 | 5 | 5 | 4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015.

Responses in table 5.28 indicate that overwhelming majority of eighty one percent (81%) of the respondents in ABU Zaria and eighty five percent (85%) of the respondents in Nasarawa state university reveals that universities have witnessed further improved performance ahead of the performance as at the National university ranking by NUC in 2000.

According to NUC (2008), there has been a significant increase in the number of academic programs with full accreditation status in the Nigerian University system. For instance, in Nov. 2006, only 254.45% programmes evaluated, earned full accreditation compared to 68.7% in Nov. 2007. In analyzing the results, it reveal that in Nov. 2007 exercise Federal universities earned full

accreditation status compared to 69.7% and 49.6% of programmes in state universities. The result further shows a decline in the denial accreditation category as Federal (2.5%) and state (2.1%) respectively. See Appendix attached. In all, the trends analysis of the performance of academic programme in the Nigerian University system indicates a progressive improvement in the quality of the programme beyond the previous ranking. For instance, the percentage of programmes with full accreditation status increased from 11.45% in 1999/2000 to 68.7% in 2007 exercise. While the percentage of programmes with denied accreditation status declined from 17% in 1999/2000 to 3% in 2007.

The result of this survey hold promise for the future performance and quality standard of Nigeria university education. To further determine the extent of the improving environment of university system to sustain quality, respondents were required to inform the researcher about the condition of the university libraries, and the table below contains the result of the inquiry.

**Table 5.28 University library have High quality Research Materials**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 60 | 28 | 40 | 29 |
| B | Agree | 82 | 40 | 65 | 46 |
| C | Undecided | 20 | 9 | 5 | 4 |
| D | Disagree | 30 | 14 | 10 | 7 |
| E | Strongly Disagree | 20 | 9 | 20 | 14 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015.

Statistical data on table 5.29 above give a consensus opinion by agreeing that university libraries currently have current research materials such as books and journals. This is indicated by sixty eight percent (68%) and seventy five percent (75%) fromABU Zaria andNasarawa state

university respectively. Although the recent trend is more towards E-library or virtual learning facilities, books and journals still remain vital sources of intellectual research and information retrieval. Good libraries will definitely prompted quality teaching and research in Nigeria universities.

Within the period under study, there is remarkable improvement in most of the departmental libraries in Ahmadu Bello University, Zaria e.g. Faculty of Law Library, Business, Public and Accounting Departmental Libraries. There is also an introduction of e-libraries stocked with current books. Internet facilities with fast links were established in most departmental libraries of the two universities.

**Table 5.29 University Laboratories and Lecture rooms has Improved**

| S/No | Responses | ABU Zaria | | Nasarawa State University, Keffi | |
|---|---|---|---|---|---|
| | | Freq. | % | Freq. | % |
| A | Strongly Agree | 72 | 34 | 40 | 28 |
| B | Agree | 90 | 43 | 80 | 57 |
| C | Undecided | 5 | 2 | 5 | 4 |
| D | Disagree | 20 | 9 | 10 | 7 |
| E | Strongly Disagree | 25 | 12 | 5 | 4 |
| | TOTAL | 212 | 100 | 140 | 100 |

Source: Researcher's Survey, 2015.

Respondent responses in the two universities of investigation in the above table 5.30 reveal that university infrastructures such as lecture rooms, hostels, accommodation and laboratories and other sport facilities are being improved upon. This is indicated by seventy seven percent (77%) and Eighty five percent (85%) respondents in ABU Zaria and Nasarawa state universities respectively. The situation in both universities have shown a remarkable improvement of the state of infrastructures especially laboratories, lecture theatres, accommodation and staff offices.

For instance with the period under study 2001-2009 as a result of PTF, Mc Arthur foundations, Cernergy foundations intervention there was a remarkable improvements in library facilities, consumables, lecture theatres and staff offices in A.B.U. Zaria. While in Nasarawa State University, it was disclosed that the university library is the heartbeat of the university supporting not only for teaching but also for developmental activities. The library has CD-Roms reference collection centre for easier access to information and audio-visual aids with internet facility made available to provide access to the National Virtual Library Project of the NUC.

The result of the above has shown improvement in socio-economic infrastructure in the two universities community thereby enhancing efficient performance of intellectual business and creating enabling environment for quality education and research.

### 5.5 Interview Schedule

To corroborate information obtained from primary data, in this study interview schedule was prepared on the research subject to seek the opinion of eight officials within the university system. The selection of these non-academic personnel was based on judgmental criteria such as their presumed insight into matters concerning university funding and policy issues as it affect quality university education in Nigeria. Each official was cross-examined based on their official schedules. The configuration of the interview sample include:

1. Director Academic planning
2. Deputy vice chancellor (Academic)
3. Deputy Registrar
4. Deputy Bursar
5. Internal Auditor

6. Principal Assistant Registrar (Establishment and training)
7. Student Union Representative
8. ASSU President
9. SANNU President/Chairman

Interviewed opponents were booked with each of the officials and the interview schedules were given to them in advance of appointment date to ease the conduct of the interviewed session. Seven of these officials were successfully interviewed in each of the universities, and their responses were highly informative and corroborative.

## 5.6 Data Analysis

Having presented, analyzed and interpreted the data generated, the test of the hypotheses that guided the study is carried out in this section and is done using Pearson Chi Square tool. These hypotheses and their verdicts are discussed below;

### 5.6.1 Test of Hypothesis I

The first hypothesis state that:

$H_0$: There is no significant relationship between fund requirement of the selected universities and fund provided to the selected universities.

Using one tail test, only the H0 is tested. In this case, once the $H_0$ is accepted, the Hi is rejected and vice versa. The independent variable (x) in this hypothesis is the "adequacy of funding to the universities" while the dependent variable (Y) is the "Deteriorating Funding capacity of the Government". The level of significance for the study is 95% (0005) and the degree of freedom (V) is sixteen (16). These variables are however cross-tabulated in the table below:

**Chi-Square Tests**

| | Value | Df | Asymp. Sig. (2-sided |
|---|---|---|---|
| Pearson Chi-Square | 28.125(a) | 16 | .000 |
| Likelihood Ratio | 253.120 | 16 | .000 |
| Linear-by-Linear Association | 42.929 | 1 | .000 |
| N of Valid Cases | 220 | | |

Source: SPSS Printout 2015

The calculated $X^2$ value is 238.125 while critical value is 26.296 as in appendix the calculated $X^2$ value is greater than the critical or table.

**Decision Rule**: reject null hypotheses ($H_0$), if calculated value is greater than critical value and accept the alternate hypotheses ($H_1$). Hence, in this case, the null hypothesis ($H_0$) which states that, "There is no significant difference between fund requirement of the selected universities and fund provided from financial sources of the selected universities." Is rejected.

### 5.6.2 Test of Hypothesis II

The Second hypothesis state that:

$H_0$: There is no significant relationship between funding and the ability of the selected universities to train quality manpower.

Our independent variable here is "funding" while the dependent variable is "quality manpower. However, the results generated from the respondents on this variable as presented earlier are cross tabulated as follows.

**Chi-Square Tests**

| | Value | Df | Asymp. Sig. (2-sided |
|---|---|---|---|
| Pearson Chi-Square | 172.413(a) | 16 | .000 |
| Likelihood Ratio | 180.451 | 16 | .000 |
| Linear-by-Linear Association | 65.554 | 1 | .000 |
| N of Valid Cases | 220 | | |

Source: SPSS Printout 2015

From the Chi-Square output on the table above, our calculated $X^2$ value is 172.413 while the critical value at 16 degree of freedom and 0.05 level of significance is 26.296. The calculated $X^2$ value is greater than the critical or table value. The decision rule guiding this is that, we reject null hypotheses ($H_0$), if calculated value is greater than critical value and accept the alternate hypotheses ($H_1$).

Hence, in this case, the null hypotheses ($H_0$) which states that, "There is no significant relationship between funding and the ability of the selected universities to train quality manpower is rejected. Therefore we conclude that there is significant relationship between funding and the ability of the selected universities to train quality manpower.

### 5.6.3 Test of Hypothesis III

The third hypothesis states that:

There is no significant relationship between funding and the ability of the selected Universities to establish and maintain appropriate infrastructure

Our independent variable here is "funding" while the dependent variable is "Appropriate Infrastructure. However, the result generated from the respondents on this variable as presented earlier are cross tabulated as follows.

**Chi-Square Tests**

| | Value | Df | Asymp. Sig. (2-sided |
|---|---|---|---|
| Pearson Chi-Square | 172.413(a) | 16 | .000 |
| Likelihood Ratio | 180.451 | 16 | .000 |
| Linear-by-Linear Association | 65.554 | 1 | .000 |
| N of Valid Cases | 220 | | |

Source: SPSS Printout 2015

From the Chi-Square output on the table above, our calculated $X^2$ value is 172.413 while the critical value at 16 degree of freedom and 0.05 level of significance is 26.296. The calculated $X^2$ value is greater than the critical or table value. The decision rule guiding this is that, we reject null hypotheses ($H_0$), if calculated value is greater than critical value and accept the alternate hypotheses ($H_1$).

Hence, in this case, the null hypotheses ($H_0$) which states that, "There is no significant relationship between funding and the ability of the selected universities to establish and maintain appropriate infrastructure is rejected. Therefore we conclude that there is significant relationship between funding and the ability of the selected universities to establish and maintain appropriate infrastructure.

### 5.6.4 Test of Hypothesis IV

The fourth hypothesis states that:

There is no significant relationship between funding and running of accredited academic programmes in the selected Universities.

Our independent variable here is "funding" while the dependent variable is "Accredited Academic Programmes. However, the result generated from the respondents on this variable as presented earlier are cross tabulated as follows.

**Chi-Square Tests**

| | Value | Df | Asymp. Sig. (2-sided |
|---|---|---|---|
| Pearson Chi-Square | 172.413(a) | 16 | .000 |
| Likelihood Ratio | 180.451 | 16 | .000 |
| Linear-by-Linear Association | 65.554 | 1 | .000 |
| N of Valid Cases | 220 | | |

Source: SPSS Printout 2015

From the Chi-Square output on the table above, our calculated $X^2$ value is 172.413 while the critical value at 16 degree of freedom and 0.05 level of significance is 26.296. The calculated $X^2$ value is greater than the critical or table value. The decision rule guiding this is that, we reject null hypotheses ($H_0$), if calculated value is greater than critical value and accept the alternate hypotheses ($H_1$).

Hence, in this case, the null hypotheses ($H_0$) which states that, "There is no significant relationship between funding and running of accredited academic programmes is rejected.

Therefore we conclude that there is strong significant relationship between funding and running of accredited academic programmes.

## 5.7 Major Findings

Based on the postulated hypothesis and the empirical evidences from analyzed data, the following research findings have been presented:

1. There is a wide gap between fund needs and provisions of the two universities investigated as a result of system expansions and internal management deficiencies which made government the major financier of the universities inspite of diverse government responsibilities (functions) competing over constrained financial resources. To a meliorate this malady, government has resorted to funding mechanism reforms which introduced cost sharing policy by which students are overburdened with fees and charges.

2. The research also found out the universities ability to train quality manpower is directly related to the funding provision by government. This was revealed by the empirical evidence which indicated that the staff salary paid in the two universities are not above the international average (i.e. adequate) and academic allowances are not regularly paid even though of recent Training and Development allowances have shown significant improvement due to TETFund and Petroleum Development Fund interventions. These interventions have significantly boasted physical, moral development of University Education System and has provided many lecturers ample opportunity to attend national and international conferences and workshops which facilitate peer review and participation opportunities. The new ample funding provisions from diverse sources has increasingly facilitated national and international recognition of the lecturers and the

universities which have gradually been recording research breakthrough, improved graduate quality, industrial harmony, reduced examination malpractice and brain-drains.

3. Survey result revealed that funding provisions though merely improving has significantly affect infrastructure development in the two universities. This is as a result of the current trends of infrastructure building all over the two university campuses which is directly responsible to improved funding scenario provided by the diverse national and international interventions. The ICT Centre, the New E-Library, Laboratories, Lecture Theatres, classrooms, offices which had been renewed and in many cases these interventions and external assistance have built new ones.

4. The study also found out that funding provisions have influenced the number of university researchers and running of accredited programmes. In the period before 2001 era when funding was highly constrained due to non-availability of new innovations in funding mechanisms like TETFund intervention and petroleum resources funds like sure-p and others research projects and number of accredited programmes have considerably shown a growing trends.

5. The tested hypotheses also give an impressive improvement on quality of university teaching, research and graduates quality student. The dimension of variables that funding positively influenced and has impacted on university education quality are staff allowances such as academic allowances, staff training and development allowances, conferences and workshop attendances and allowances. All these enhance staff commitment to their jobs since they can now be sponsored to attend national and international conferences where they share their experiences with their colleagues and

peer-review of each other's performance on researches and projects. These developments also directly affect the quality of university teaching and research.

6. The study also reveals that with funding of university operations is getting regularized, activities are being pursued with keen interests and lecturers seek lee to go for greener pasture. This means that brain-drain is minimized. With the recent TETFUND mandate to revamp and periodically fund projects and programnmes that hinges on quality where facilities like library, laboratory and teaching equipments are being standardized and rehabilitated.

7. Eventually, the study found out that the lecturers are getting more computer literate as this will help to facilitate their teaching and learning process including research which has definitely improved their performance beyond previous ranking level.

# CHAPTER SIX

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 6.1 Introduction

The study is an investigation into composition pattern and problems of funding university education in Nigeria and the impact of funding on quality university education. The report of the research is presented in six chapters and each chapter contains significant part or element of the report.

## 6.2 Summary

Chapter one as the introductory chapter presents a panoramic view of how funding problems in Nigeria university system grew proportionately as the system grew. The phenomenal growth of funding challenges were attributed to system expansion, enrolment expansion, oil boom, over-dependence on government, poor IGR capacity and neo-liberal ideological orientation of federal government which they made it reluctant to prioritize university education. These factors contributed to gradual deterioration of Nigeria university infrastructure, manpower capacity and morale, poor teaching and research output and outcome which represented the phenomenal collapse of Nigeria university system between late 1980s and 1999.

Since the traditional funding sources which was basically grants from federal government was found inadequate, federal government being reluctant to continue spoon feeding university system promulgated Nigeria university autonomy bill in 2004 along with National Economic Empowerment and Development strategy plan document. This act expect universities to be

proactive and diversify funding sources, especially to meet 10% IGR mandate of the federal government to universities.

The panoramic synopsis university funding in Nigeria considers the period between 1948-1975 as the boom years of Nigeria University funding. 1975 mark the watershed of underfunding of Nigeria universities as a result of the establishment of four new second generation universities. 1975-1985 is the period of excruciating underfunding and challenging years for the survival of Nigeria universities. From 1985-1999 Nigeria universities experienced deteriorating physical and human capital resources and collapsed standard of education. New civilian regime that came into power in 1999 in Nigeria introduced reforms and measures that cancelled satellite campuses and deregulate university education by promulgating Nigeria university autonomy act in 2004 along with national Economic Empowerment and Development strategy (NEEDS). This period witnessed introduction of diverse funding measures such as ETF now TETFund provision PTDF and other measures such as Public Private Partnership (PPP) in management of some university business like functions, cost-sharing and private university operations.

The central puzzle of this research is that with all these diverse reforms and new alternative funding measures in place, has underfunding problems or challenges been curtailed and to what extent has these new fund raising measures improved or affect the deteriorated quality of university education in Nigeria? It is on this background that the research hypothesis postulated that there is no significant difference between fund requirement of the selected universities and fund provided from the various sources. In other word, Nigeria universities do no longer experience underfunding challenges. The second hypothesis also state that funding challenges does not affect quality of university education in Nigeria.

This study has been able to establish that Nigeria universities have been overtime experiencing underfunding challenges but the alternative funding measures have been positively influencing performance and work environment in the universities which has in turn been improving quality teaching, research and graduate quality.

The chapter ends with operational definition of terms which are considered relevant for proper interpretation and discussion of the research data such terms including funding, quality university education among other things.

In chapter two relevant literatures relating to the subject matter of the research was properly explored. The chapter opened with the theoretical frame that funding of university education in Nigeria is based on both political rationality of distributing equity among competing sectors of the economy as well as economic efficiency consideration. The chapter also cover indepth analysis of university funding, its sources, distribution agency, NUC, its finalized mandates, fund distribution formula and criteria for federal government fund allocation figures and patterns between 1990 and 2008 was presented. The chapter highlights on the traditional funding sources and challenges of underfunding that emanated due to the inelastic nature of the new alternative funding sources and introduction of private universities to provide access in view of fund constrains. The chapter also contain theoretical framework which is an important element of the research. The theoretical framework is derived from the Saint et-al and Hartnett devised performance-based funding strategy which provides both funding strategies based on output and outcome considerations. It is a more realistic funding strategy, self regulations and controlled.

Chapter three present details about the methods and procedures for the research design and conduct. The method used is essentially descriptive and a case study approach.

Purposive sampling method was used in selecting Ahmadu Bello University Zaria andNasarawa State University to represent federal, state universities in the country respectively. Random sampling technique was used to select academic staff respondent for the questionnaire. 212 staff were selected and given questionnaire from ABU, 140 from Nasarawa State University respectively.

Data collected and analysed to test the hypothesis were mainly from the primary sources. Questionnaire and interview schedule were used to collect the primary data from the respondents observation was used to argument other data collection tools.

The data collected were collated and presented in tables and percentages for analysis, statistical package for social sciences software were used in the analysis of data. Chi-square technique was used for interpretation of the research study.

Chapter four presents details about the university organization and management structure of principal officers within the university system as well as revealing the operational role of NUC in funding and supervising university operations.

Chapter five present and analysed the research data while chapter six summarizes and conclude the research providing relevant recommendations that emanated from the research findings.

## 6.3 Conclusion

It is no exaggeration to emphasize the determinant role of funding in the success or otherwise of university performance. This has been revealed in the trend analysis of university funding.

In the earlier years of the development of university education in Nigeria when funds supplied was always higher than fund needs of the universities which were fixed, the standard or quality

of education then was comparable to the standard of education in Britain, the home country Nigeria's colonizers. Incidentally, when funding gradually fall as a result of establishment of more universities, the quality of education also dwindle and eventually deteriorated when challenges worsen hence, this study found out that here has been mismatch between fund needs of the universities and fund supply hence underfunding is a common feature of Nigeria university education and the underfunding scenario has often affected quality of university education negatively.

Perpetual underfunding situation in Nigeria University called for drastic reforms and measures to institute new alternative funding strategies which has gradually improved funding between 2004-2010. The impact of the new improved situation is the massive infrastructural building and renewal efforts, human capacity building and motivation which has created a new enabling environment in our university system

Although positive impact of new alternative funding measures and deregulations is creating conducive work environment and efficient performance, much still need to be done by both government and university management to ensure underfunding scenario is eliminated by increasing quantum of allocation to education to at least 26% of national budgetary allocation. The private universities need to review their exorbitant charges to make provision for the children of the ordinary Nigerians.

The improving human capacity utilization, infrastructural renewal and teaching and research quality should be sustained by the ability of university education stakeholders to diversify their revenue base, partner with the private sector to generate and utilize fund resources frugally to provide relevant output and outcome.

## 6.4 Recommendations

In view of the findings from chapter five, the study recommends the following:

1. Government should make effort to improve university education funding by adopting a policy of proactive investment in university education. This is because the benefit derivable has multiplier effect in the economy. The welt trained university graduates have capacity to sell their labour in the national and international labour market and foreign return there from are beneficial to the individuals and the nation in general.

2. Universities should institute efficient system and resource management for optimum result obtainable from constrained financial resources provided by government. This has become necessary in view of the fact that government as the major financier of university education has increasing financing competing for already constrained resources. The university management must of necessity device strategic resources management policy for optimum realization of her corporate goals. The traditional input budgetary method should give way for performance budgeting and planning which stipulate that each units must base her next budgetary demand on previous result-oriented utilization of the past allocation. Implying that university faculties that perform in terms of quality products and research stand a better chance to demand for higher budgetary allocation in their next budgetary estimate. The less performing facilities and institutes may enjoy only system maintenance allocations since they add lesser value to university production drives. This will institute serious performance competition among university faculties and departments.

3. Care must be taken by government in instituting cost sharing policy that cannot overburden the students and their parents. This may produce negative effect in the socio-economic life of citizens, moreso, government still has social responsibility for distributive justice and in ensuring citizens have access to opportunities for acquiring university education.

4. New innovations for corporate self-financing and private partnership should be imbed for sustainable financial resources mobilization and system development. Diverse investments opportunities presently abound, and the university authorities should quickly grab them to make themselves more competitive and competent. Universities that failed to innovate will continue to wait for government fund and remain undynamic and backward.

5. In order to institute quality culture in terms of teaching, research and international recognition of the universities, concerted efforts should be made by the university authorities to seriously encourage webometric presence of the intellectuals since this has become the easiest ranking medium for the universities and their academic productions. This recommendation is based on the low web-presence of intellectual production of the university lecturers. This will attract national and international (foreign) students to the universities.

6. Concerted effort should also be made by the university faculties and departments to change their traditional perception of their job as “service” but as “business” and in which cease their survival and growth depend on how proactive and aggressive they are in changing to meeting modern market or customer demands. This implies that

universities must tailor their curriculum to market demand, designing new "open" education programs and utilizing modern learning methods which motivate high creativity and intellectual variety. This will go in along way to solve the continued under funding challenges that has become the permanent feature of university education system.

7. Brazen efforts are required to optimally access all the resources obtainable from the diverse national and international aids and interventions provided by government, NGOs, and international organizations to develop research, manpower and infrastructure. Many research grants, conferences, workshops study supports interventions are provided by TETFund and many institutions of Higher learning have failed to access them. These are ample opportunities which university officials in our study field (universities) must team-up to grap by working in partnership with TETFund especially in the areas of institution based Research and National Research Grants. These interventions have multiplier effects in the sense that they easily assist to effectively train manpower, develop infrastructure, provide research funds and on the whole affect quality delivery of the entire university system by creating enabling and motivating environment of work.

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## APPENDIX

Department of Public Administration,
Ahmadu Bello University,
Zaria.
11th March, 2014.

Dear Sir/Madam

The researcher is conducting a research entitled **"The Impact of Funding on Quality Education in ABU and Nasarawa Universities, Nigeria 2001-2009.**

This questionnaire is geared towards solving the problems of funding and quality of education as a result of under-funding. This is in partial requirement for the award of Doctor of philosophy (Ph.D) degree in Public Administration of the Ahmadu Bello University, Zaria.

Thus the information sought is for academic purpose and shall be treated as such in confidence.

The questions are both close ended type and you are expected to tick (√) the options in the empty spaces provides where appropriate.

Yours faithfully,

**A.A. Tijjani**
Ph.D/Admin/07085/2006-2007

## Questionnaires

1. Summary of Questionnaire Distributed and Retrieved from Respondents

2. Age Group of Respondent

   a. 20-30 ( )

   b. 31-40 ( )

   c. 41-50 ( )

   d. 51-60 ( )

   e. 61-above ( )

3. Gender Distribution of Respondents

   a. Male ( )

   b. Female ( )

4. Qualification of Respondents

   a. BA/BSC ( )

   b. MA/MSC ( )

   c. MPH/PHD ( )

5. Government provide a larger share of funding

   a. Strongly Agree ( )

   b. Agree ( )

   c. Undecided ( )

   d. Disagree ( )

   e. Strongly Disagree ( )

6. Government provide adequate funding

   a. Strongly Agree ( )

   b. Agree ( )

   c. Undecided ( )

   d. Disagree ( )

   e. Strongly Disagree ( )

7. IGR has shown significant rise significantly

   a. Strongly Agree ( )

   b. Agree ( )

   c. Undecided ( )

   d. Disagree ( )

   e. Strongly Disagree ( )

8. Students are not overburdened with many fees and charges

   a. Strongly Agree ( )

   b. Agree ( )

   c. Undecided ( )

   d. Disagree ( )

   e. Strongly Disagree ( )

9. Establishment of more universities increase funding problem

   a. Strongly Agree ( )

   b. Agree ( )

   c. Undecided ( )

   d. Disagree ( )

e. Strongly Disagree ( )

10. Enrolment explosion deteriorating funding capacities

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

11. Poor governance and resources management affect funding

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

12. Should adopt performance budgetary instead of line-item

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

13. Encourage public-private partnership manage service

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

14. Cost sharing policy of funding should be applied

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

15. Staff salary is above international average

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

16. Academic allowance are now regularly paid

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

17. Training and Development allowance is Adequate

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

18. Lecturers are highly committed to their job

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

19. Lecturers frequently attend international conferences/workshop

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

20. Lecturers have professional recognition internationally

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

21. Many lecturers have national recognition professionally

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

22. Many lecturers have research break through

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

23. Many graduate of the university show professional competence

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

24. The university witnessed industrial peace of 5-10years

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

25. Brain drain phenomenon has decreased considerably

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

26. Examination malpractice is minimized

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

27. Almost over 60% of academic staffs are not computer proficient

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

28. University Performance has Improved beyond Previous Ranking Level

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

29. University infrastructures have improved

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )

30. University library has high quality recent journals and books

a. Strongly Agree ( )

b. Agree ( )

c. Undecided ( )

d. Disagree ( )

e. Strongly Disagree ( )