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Analysis of the University of Ibadan Carrying Capacities vis-à-vis Enrolment and Facilities’ Maintenance: Implications on Administration and Curriculum Implementation. Atanda, Ademola

Abstract

This study investigated the extent to which the University of Ibadan complies with carrying capacity standards as directed by the National Universities Commission (NUC) and the level of facility maintenance. A descriptive research design was adopted with three research questions. The population of study comprised undergraduate students and an admission officer. A sample of 156 students and 1 admission officer was selected making a total of 157. A questionnaire was designed to discover students’ opinion on facilities maintenance while an inventory was developed to retrieve admission statistics from the Admission Officer. The findings of this study showed that the enrolment of some faculties outweighed their carrying capacities but the overall total enrolment (19,416) of all faculties was below the carrying capacity (19,566) of the university. In view of the implications on university administration and curriculum implementation, it was recommended that the University authorities should adhere strictly to their carrying capacities in line with the NUC’s directive. They should further intensify efforts to maintain extant facilities.

University College Ibadan was established in 1948 with the transfer of 104 students from Yaba College at the premises of the 56th General Hospital at Ibadan. This marked the beginning of university education in Nigeria. Though the curriculum was designed by the British Colonial Administration, the development of the National Policy on Education on the eve of independence gave Nigerians an opportunity to have a say in their university curriculum. The University that was an affiliate of London University had its autonomy in 1962 when it became an independent university that could award degree certificates. Amongst the institutions of higher learning, the university is the highest. According to the National Policy on Education (FRN, 2004), the goals of higher education are to;

a. contribute to national development through high-level relevant manpower training
b. develop and inculcate proper values for the survival of individual and society
c. develop the intellectual capacity of individuals to understand and appreciate their local and external environment

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d. instill both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society

e. promote scholarship and community service

f. forge and cement national unity; and

g. promote national and international understanding and interaction.

Jaiyeoba and Atanda (2010) assert that university education serves as the key institution in fulfilling the enumerated goals above. Brubacher (FME, 2003) emphasized that the fundamental mission of universities is to promote the life of the mind through intellectual inquiry and to graduate, store and transmit specialized knowledge and sophisticated expertise, higher forms of culture and ethical basis of conduct. Therefore, university graduates are supposed to be assets to national development. The impact of university education is expected to be felt in all sectors such as politics, technology, trade and commerce among others. Recognizing the importance of university education explains the increase in its demand. Accordingly universities have experienced an increase in student enrolment over the years due to the general belief by most parents that education is the best legacy they can leave to their children. Governments also believe that education is a means of solving a country’s economic and socio-political problems. In fact, the UNESCO Education World reports of 2001 to 2004 indicated that university education participation rate (UER) for fast developing countries ranges from 25% to 45%. Thus the rate of growth of the Nigerian university system could be described as doubling every four or five years.

After the University College, Ibadan in 1948, in April 1959, the Federal Government commissioned the Ashby Commission to advise on the higher education needs of the country for its first two decades. Before the submission of its report, the eastern region government established its own university at Nsukka (University of Nigeria in 1962). The implementation of the Ashby report led to the establishment of the University of Ife (now Obafemi Awolowo University, Ile-Ife) in 1962 by the western region. Ahmadu Bello University Zaria was established in 1962 by the northern region and University of Lagos by the federal government in 1962. While the university college and the University of Lagos were federal universities, the other 3 remained regional till 1970 when the University of Benin was established. These six universities were established between 1960 -1970 and are referred to as the first generation universities.

The second generation universities were established between 1975 and 1980. They include the universities of Calabar, Ilorin, Sokoto, Maiduuri, Port Harcourt and Ado Bayero. The third generation universities were established between 1980 and 1990. They are Federal Universities of Technology at Oweri, Markurdi, Yola, Akure and Bauchi with state universities in Imo, Ondo, Ogun, Lagos, Akwa-Ibom and Cross-River. The fourth generation universities are those established between 1991 to date. These include federal, state and private universities. As at the time of carrying out this study, total number of universities in Nigeria is one hundred and twenty three (123), with thirty-six (36) federal, thirty-seven (37) state and fifty (50) private.

Table 1 indicates an incessant increase in the demand for university education which necessitated additional universities.

Table 1: Extent of Unsatisfied Demand for University Education in Nigeria (1998 – 2009)
As shown in table 1, the number of students admitted annually is quite low in comparison to the demand for university education. Thus the establishment of more universities was in response to the increasing demand for university education. The National University Commission (NUC) was established to regulate university education in Nigeria. Amongst its responsibilities is the disbursement of funds to universities on behalf of the federal government, provision of minimum standards, and regulation of enrolment based on carrying capacities. According to NUC (2004) carrying capacity refers to the maximum number of students that an institution can sustain for qualitative education based on available human and material resources. However, it was observed that most universities had exceeded their carrying capacities in spite of the absence of improved facilities (NUC, 2004). Table 2 revealed the enrolment and carrying capacity of Nigerian universities in 2004/2005. The federal and state universities exceeded their carrying capacities.

Table 2: Enrolment and Carrying Capacities

<table>
<thead>
<tr>
<th>Type of University</th>
<th>Current Enrolment</th>
<th>Carrying Capacity</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Universities</td>
<td>442,834</td>
<td>342,049</td>
<td>100,785</td>
</tr>
<tr>
<td>State Universities</td>
<td>265,166</td>
<td>163,586</td>
<td>101,580</td>
</tr>
<tr>
<td>Private Universities</td>
<td>19,740</td>
<td>28,548</td>
<td>-8,808</td>
</tr>
<tr>
<td>Total</td>
<td>727,740</td>
<td>534,183</td>
<td>193,557</td>
</tr>
</tbody>
</table>


As shown in table 2, it is only private universities admitted within the given carrying capacities with 8,808 shortages. Federal universities and state universities exceeded their carrying capacities by 100,785 and 101,580 candidates respectively. Universities in Nigeria are constrained in a lot of ways. Lack of funding has been a major problem facing Nigerian universities. Ibukun (1997) lamented the growing shortage of funds and learning resources. Oyeneye (2006) and Adegbite (2007) reiterate that challenges facing the management of the university system in Nigeria are rooted in inadequate funding. Ajayi and Ekundayo (2006) noted that the Nigerian government over the years has not met the UNESCO recommendation of 26%
of the total budget allocation to education sector. Table 3 reveals the annual budget allocated to education between 2004 and 2008. The allocation to education has never gone beyond 8.57% in contrast to the 26% recommended by UNESCO. In fact, the allocation has been dwindling.

Table 3: Budgetary Allocation to Education (2004 to 2008)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Budget (N)</th>
<th>Allocation to Education (N)</th>
<th>% Allocation to Education</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>1,849,400,000,000</td>
<td>93,770,000,000</td>
<td>5.07</td>
<td>-</td>
</tr>
<tr>
<td>2005</td>
<td>1,846,000,000,000</td>
<td>92,000,000,000</td>
<td>4.98</td>
<td>-0.09</td>
</tr>
<tr>
<td>2006</td>
<td>1,900,000,000,000</td>
<td>92,000,000,000</td>
<td>4.84</td>
<td>-0.14</td>
</tr>
<tr>
<td>2007</td>
<td>2,300,000,000,000</td>
<td>186,000,000,000</td>
<td>8.09</td>
<td>3.25</td>
</tr>
<tr>
<td>2008</td>
<td>4,200,000,000,000</td>
<td>360,000,000,000</td>
<td>8.57</td>
<td>0.48</td>
</tr>
</tbody>
</table>

Source: Central Bank of Nigeria Statistics and Information; [www.nigeria.gov.ng](http://www.nigeria.gov.ng)

The trend of budgetary allocation has implications on infrastructure and staffing in these universities. Ochuba (2001) observed that halls, offices, laboratories, students’ hostels, libraries among others are seriously inadequate. The teaching equipment, research and learning material are either lacking or inadequate and in bad shape to permit universities the freedom to carry out the basic academic functions. The Presidential Visitation Panel which looked into the operations of all federal universities between 1999 and 2003 reported that physical facilities at the universities were in deplorable conditions. This is likely to hamper effective implementation of the curriculum which in turn affects the quality of graduates. The University Ibadan as the premier university in Nigeria is expected to play a leading role in all ramifications. In the face of inadequate funding by the federal government, to what extent is the university able to avail and maintain the expected facilities? To what extent is the university able to admit the prospective students in line with the approved carrying capacities by National University Commission? These constituted the concerns of this study.

Research Questions

The following research questions guided the study

a. To what extent does the University of Ibadan comply with the carrying capacities recommended by the National University Commission?

b. To what extent does the University of Ibadan maintain the existing facilities?

c. What are the implications of findings on curriculum implementation of university education?

Methodology

The study adopted a descriptive survey research design. The population of the study comprised all undergraduate students in the thirteen faculties as well as the admissions officer in the University of Ibadan. The purposive sampling technique was used to sample 12 undergraduates from each faculty making a total of 156. The admission officer was purposively sampled because of his position in providing reliable statistics on the University of Ibadan
enrolment. Therefore, the total sample was 157 including students and admissions officer. The secondary data on applicants, carrying capacities and enrolment were retrieved from the admissions office while a validated questionnaire titled ‘Facilities Maintenance Questionnaire’ was used to collect information on facilities’ maintenance from students. However, only 150 students returned the instruments out of 156 representing 96% return rate. The data collected were analyzed through descriptive statistics.

Results and Discussion

Table 4: Students enrolment and carrying capacity of the University of Ibadan 2009/10

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Carrying capacities</th>
<th>Enrolment</th>
<th>%</th>
<th>Difference</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Forestry</td>
<td>1,392</td>
<td>2,026</td>
<td>145.5</td>
<td>-643</td>
<td>-45.5</td>
</tr>
<tr>
<td>Arts</td>
<td>2,542</td>
<td>2,452</td>
<td>96.5</td>
<td>+90</td>
<td>+3.5</td>
</tr>
<tr>
<td>Basic Medical Science</td>
<td>674</td>
<td>588</td>
<td>87.2</td>
<td>+86</td>
<td>+12.8</td>
</tr>
<tr>
<td>Clinical</td>
<td>1,297</td>
<td>1,357</td>
<td>104.6</td>
<td>-60</td>
<td>-4.6</td>
</tr>
<tr>
<td>Dentistry</td>
<td>474</td>
<td>218</td>
<td>46</td>
<td>+256</td>
<td>+54</td>
</tr>
<tr>
<td>Education</td>
<td>2,763</td>
<td>3,178</td>
<td>115.0</td>
<td>-415</td>
<td>-15</td>
</tr>
<tr>
<td>Law</td>
<td>491</td>
<td>638</td>
<td>130</td>
<td>-147</td>
<td>-30</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>227</td>
<td>367</td>
<td>161.7</td>
<td>-140</td>
<td>-61.7</td>
</tr>
<tr>
<td>Public Health</td>
<td>305</td>
<td>420</td>
<td>137.7</td>
<td>-115</td>
<td>-37.7</td>
</tr>
<tr>
<td>Science</td>
<td>4,498</td>
<td>3,162</td>
<td>70.3</td>
<td>+1,336</td>
<td>+29.7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3,075</td>
<td>2,802</td>
<td>91.1</td>
<td>+993</td>
<td>+8.3</td>
</tr>
<tr>
<td>Technology</td>
<td>1,078</td>
<td>1,467</td>
<td>136</td>
<td>-389</td>
<td>-36</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>616</td>
<td>607</td>
<td>98.5</td>
<td>+9</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: Admissions office, University of Ibadan and Pocket Statistics 2010, University of Ibadan

The findings of this study showed that the enrolment of some faculties outweighed their carrying capacities but the overall total enrolment (19,416) of all faculties is still manageable when compared with the carrying capacities (19,566) of the university. This shows that the university admitted below the carrying capacities for the year with shortfall of 150 students. The faculties that outweighed their carrying capacities are Agriculture & Forestry, Clinical, Education, Law, Pharmacy, Public Health and Technology.
Table 5: Level of Maintenance of the available facilities at the University of Ibadan

<table>
<thead>
<tr>
<th>s/n</th>
<th>Facilities</th>
<th>Lack of</th>
<th>%</th>
<th>Poor</th>
<th>%</th>
<th>Adequate</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Library</td>
<td>14</td>
<td>9.33</td>
<td>23</td>
<td>15.33</td>
<td>113</td>
<td>75.34</td>
</tr>
<tr>
<td>2</td>
<td>Lecture rooms</td>
<td>13</td>
<td>8.67</td>
<td>107</td>
<td>71.33</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Halls of residence</td>
<td>10</td>
<td>6.67</td>
<td>77</td>
<td>51.33</td>
<td>63</td>
<td>42</td>
</tr>
<tr>
<td>4</td>
<td>I.C.T Facilities</td>
<td>42</td>
<td>28</td>
<td>67</td>
<td>44.67</td>
<td>41</td>
<td>27.33</td>
</tr>
<tr>
<td>5</td>
<td>Overhead</td>
<td>53</td>
<td>35.33</td>
<td>25</td>
<td>16.67</td>
<td>72</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>Electronic</td>
<td>21</td>
<td>14</td>
<td>21</td>
<td>14</td>
<td>108</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>Lecture Theatre</td>
<td>21</td>
<td>14</td>
<td>32</td>
<td>21.33</td>
<td>97</td>
<td>64.67</td>
</tr>
<tr>
<td>8</td>
<td>School Building</td>
<td>18</td>
<td>12</td>
<td>28</td>
<td>18.67</td>
<td>104</td>
<td>69.33</td>
</tr>
<tr>
<td>9</td>
<td>Furniture</td>
<td>19</td>
<td>12.67</td>
<td>36</td>
<td>24</td>
<td>95</td>
<td>63.33</td>
</tr>
</tbody>
</table>

Source: Field work

Table 5 indicated that most of the available facilities in the University of Ibadan were adequately maintained while others were not. The facilities and resources such as libraries, furniture and school buildings were adequately maintained. However, facilities such as halls of residence, ICTs, overhead projectors, and textbooks were not maintained as expected. However it was indicated that most of the facilities were not adequately maintained. This means that they
are not 1000 percent maintained. For instance, the respondents claimed that libraries were
maintained adequately, however, same respondents indicated that textbooks and journal were not
adequately maintained. This implies that, attention might be given to the physical structure of
libraries with little or no attention to the reading materials through acquisition of recent text
materials. The halls of residence and lecture rooms that were not maintained as expected have a
significant role in determining the students, success rate. One could construe that the university
lacks a maintenance culture. This is in line with Oladapo’s (2001) assertion that Nigerians have
not developed a culture of maintaining facilities. Furthermore, one may also deduce that the
admission of more student than carrying capacities could be one of the reasons for poor
maintenance of halls of residence and lecture rooms.

Implications of Findings on University Administration and Curriculum Implementation

There are implications of the excess enrolment on facility utilization, quality of
instruction, effectiveness of administration and quality of students. The fact is that, if the
facilities are not expanded to accommodate the excesses, the resources would be over-stretched
and the academic staff would be over-loaded. The faculties concerned had violated the directives
of National University Commission (NUC) which states that no reason whatsoever should make
any tertiary institution exceed its carrying capacity. The problems associated with admitting
students beyond carrying capacity include; overcrowding, shortage of facilities, examination
malpractice and unruly behavior (Aghenta,1993; Adeyemi and Igbinewaka, 2000). The faculties
that outweighed their carrying capacities are Agriculture & Forestry, Clinical, Education, Law,
Pharmacy, Public Health and Technology. The school management might find it difficult to
come up with good plans when students outweigh the available resources. At times, school
management might lose control when students go on rampage to demand for essential facilities
or services as experienced in the University of Ibadan on the 23rd of April 2012 when school
was closed down between 24th of April and reopened on 11 June 2012. The involvement of
students in different forms of unruly behavior could ensue in an overcrowding school.

Further, there is a tendency for examination malpractice during examination. This is
made possible when a class meant for 30 students is occupied by 40 students during examination.
The invigilators would find it difficult to be at their best in the invigilation exercise. The issue of
examination malpractice is a serious administrative problem being faced by educational
administrators especially at secondary and university levels in Nigeria. This is an aberration and
do put stigma on institution reputation as well as rendering certificate issued questionable.

Since the curriculum implementation might be at a stake in an overcrowding institution, the
quality of products produced might also be questionable. The products from such institution
would be deficient in subject matter mastery which in turn affects their marketability in the labor
market. This could also put stigma on the good reputation of the university.

The facilities (lecture room, hall of residence and ICT) that were not properly maintained
have serious implications on students’ welfare and academic performance. Lecture rooms are the
rallying point for the lecturers and students to interact in the course of teaching-learning process.
Thus if the classes are not maintained as expected teaching-learning process could be hampered
thereby lowering the quality of graduates. Information and telecommunication technologies too
play important role in academic excellence. Therefore, poor maintenance of these ICTs could
deny students and staff access to useful information in their disciplines. This will in turn limit their ability which is detrimental to academic quality.

**Conclusion**

The role of university education in the growth and development of a nation calls for effective administration and effective implementation of curriculum at this level of education. It was assumed that admission of sizeable number of students and maintenance of available resources could be factors to reckon with in the achievement of the goals of university education. The study discovered that these faculties outweighed their carrying capacities: Agriculture & Forestry, Clinical, Education, Law, Pharmacy, Public Health and Technology, while lecture rooms, halls of residence and information and communication technologies (ICTs) were poorly maintained. The overall implications of these findings have been discussed.

**Recommendations**

In view of implications of findings on university administration and curriculum implementation, the following recommendations were made: The management of the University of Ibadan should endeavor to adhere strictly to their carrying capacities in line with the National Universities Commission (NUC) directive. If the university authority wishes to admit more than the carrying capacities, there is need to expand the facilities and academic staff in those faculties. There is need to intensify efforts at maintaining lecture rooms, hall of residence and information technologies. The contractors in charge of hall and lecture room cleaning should be closely supervised. In addition, there should be advocacy on imbibing maintenance culture by the university community. This will help to elongate the life span of these facilities.
References


The Nigerian Institute of Architects’ Professional Practice Examination: Conceptions, Misconceptions and the Way Forward. Sunday, A. Bobadoye; J, Afolami Adewale; Ogunmakinde Olabode and Emmanuel, E. Aribisala

Abstract

This study examined the link between the Nigeria Institute of Architects and the Architects Registration Council of Nigeria (ARCON) with respect to the Professional Practice Examinations (PPE). It sought to establish why so many graduates are yet to write the PPE and to identify the perceptions about the examination and the professional association. One hundred graduates of architecture were interviewed in South West Nigeria. Findings revealed varying reasons for not seating the exam, ranging from difficulty in filling the log books to the notion that, the examination does not test competence. It was moreover that to evident that there are many misconceptions about the NIA professional practice examination. It is recommended that the registration for the examination be appropriately and regularly reviewed so as to make the process less cumbersome. Patronage from potential certified architects should further be encouraged.

Architecture encompasses the processes involved in the design and construction of buildings (National Building Code, 2006). The age long demand on buildings includes but is not limited to; exclusion of enemies, to circumvent gravity, and to avoid discomforts caused by an excess of heat or cold or by the intrusion of rain, wind, or vermin (Encarta Dictionaries, 2008). Architecture is a unique profession which requires a great deal of creativity and competency. The Nigerian Institute of Architects (NIA) Professional Practice Examination (PPE) was put in place to test and ensure the competency of graduates of Architecture. Although NIA is a non-governmental organization, it performs some statutory functions on behalf of Architects Registration Council of Nigeria (ARCON) and cooperates with governmental and non-governmental agencies and institutions with the objective of ensuring and sustaining the quality of the built environment. The NIA/ARCON conducts periodic accreditation exercises at the schools offering architecture to ensure that set standards are met and that students are adequately prepared for professional practice.

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In Nigeria, an Architect is required to pass the PPE which is compulsory for all candidates seeking registration into full membership of the NIA. Architects in Nigeria are specifically required by law to get certified by ARCON before they can practice the profession. A minimum of two years compulsory pupilage under a registered architect serves as a major prerequisite for writing the PPE in addition to a Masters Degree (or success in the finals II exams for holders of Bsc Higher National Diploma (HND) certificates) from an accredited institution. It is also expected that a prospective architect should be registered as an associate member of the NIA. Candidates with masters’ degrees from non accredited institutions are required to sit for the finals II examination as a make up for the deficiency in the non accreditation of the school attended. In the same vein holders of HND and bachelors of architecture graduates with accredited institutions who are actively involved in the practice of architecture could progress professionally by sitting for the finals I and II examinations, before attempting the PPE. This paper reviews the conception of the NIA PPE, the requirements to enter for the examinations, the misconceptions about the examination and the way forward. The paper seeks to shed light on the issue of full membership registration with NIA, ARCON and hopes to serve as a reference article for those who are yet to write the PPE and the NIA as a whole.

**Problem Statement**

A general problem of backlog of unregistered graduates of architecture has been the bane of membership strength of the NIA and ARCON. Observations have shown that many graduates of architecture are yet to get registered with ARCON and NIA. This is evident in the number of registered architects in Nigeria which is less than 5000 since inception of the Nigerian Institute of Architects in 1960, (Register of Architects, 2009). Meanwhile schools of architecture produce hundreds of students annually. The reality therefore is that there are many graduates whose potentials are waiting to be tapped. It is apparent that the small population of registered architects in Nigeria is a disadvantage, which other rival professional groups are exploiting to the fullest in their quest for increased relevance in the building industry. Many unregistered graduates strongly believe that NIA and ARCON are to be blamed for what they call the cumbersome process of attaining professional registration. But while many of the unregistered graduates are quick to point accusing fingers at NIA and ARCON, it is doubtful whether most of those in the category fully understand what is required of them in terms of qualification, accreditation status of the school they attended and the quality of post graduation experience.

**The Essence of Professional Registration**

The ARCON decree 10 of 1969 aims to check quackery. In other words to protect the public in the choice of firms thereby safeguard lives and properties against the menace of quacks. The use of any unregistered firms or persons is seen as a contravention of the ARCON decree. Thus graduates of architecture need the professional registration for growth, development and job satisfaction. A registered architect has rights and privileges attached to the registration. He can register a consulting firm as a principal. He can vote and be voted for on the floor of the house and he can speak on behalf of the institute. Furthermore, he is an affiliate of the African Union of Architects, and the International Union of Architects and is free to attend all programmes organised by these international bodies. A registered architect therefore is an ambassador of the country. The aim of this paper was to analyse the essence of the NIA PPE, the
misconceptions about the examination and suggest the way forward with a view to enhance the membership drive within NIA and ARCON.

Objectives

The objectives of the study were to:

a. establish the link between the NIA and ARCON with respect to the Professional Practice Examination (PPE)

b. examine why so many graduates are yet to write the PPE;

c. identify the perceptions about the examination and the professional association

Scope of the Study

One hundred graduates of architecture were interviewed in South West Nigeria. The respondents included those in private practice (40), government establishments (30) and academics (30) in Lagos, Oyo and Ondo States of Nigeria. Although there are different examinations conducted by the NIA for candidates to become fully registered into the institute, the type and stage of examination depends on the level of qualification the candidate obtained and accreditation status of the institution where the candidate obtained the qualification. This research work was limited to only professional practice competence examination. For the purpose of this work, the perception of the practicing architects in the south-western part of the nation was used as a case study. This is the final stage of NIA examination and it is mostly for candidates who have masters’ degrees from institutions with NIA accreditation and have also done the two years pupillage under a registered architect whose financial status is in good stand with NIA. The write–up details the Professional Practice Examination of architecture in Nigeria as outlined by the Nigerian Institute of Architects (NIA) and the Architects Registration Council of Nigeria (ARCON). The perception is limited to the architects in the southwestern region. The southwest region boasts of 914 registered architects (ARCON Register of Architects, 2009).

The role of NIA and ARCON with Respect to Architectural Education and Practice

The idea of a professional body of architects was conceived by three Nigerian architects while still pursuing their training in England. The Nigerian Institute of Architects (NIA) was inaugurated on 1st April, 1960 in the committee room of the house of representatives, Lagos with the objective of promoting the practice of the profession of architecture in Nigeria. By the year 2006, the institute’s membership was over 4,500 (as recorded at the general assembly in November 2006) with 32 state chapters. The membership of NIA cuts across students, graduates, associates, full members, honorary membership to fellows of the institute. The institute functions through a main organ; the executive council, which comprises honorary officers, elected at bi-annual general meetings as well as co-opted and appointed members. The council is chaired by a national president. The Institute champions the course of the profession in the country, protects the interest of its members and ultimately creates and maintains high integrity for the profession within and outside the country. The NIA has been statutorily delegated to conduct the professional practice competence examination; and to supervise the instruction and examinations of persons undergoing training at approved schools.
Description and Role of ARCON

The Architects Registration Council of Nigeria (ARCON) is a statutory body established by the federal government of Nigeria. Its existence was given legal backing by the promulgation of ARCON decree 10 of 1969 amended in 1984 and later in 1990. ARCON is a parastatal of the federal ministry of works and housing. The mandate of ARCON according to section 2 of the decree includes the following:

a) Determining what standards of knowledge and skill are to be attained by persons seeking to become members of the architectural profession and raising those standards from time to time as circumstances may permit;
b) Establishment and maintenance of a register of persons entitled to practice the profession and the publication from time to time of lists of those persons;
c) The regulation of education and practice of architecture in Nigeria.

Nigerian Institute of Architects Professional Practice Examination; Basic Conception

The Nigerian Institute of Architects Professional Practice Examination (NIAPPE) is a qualifying or licensing examination which is aimed at testing the competence of the various prospective members of the institute. The professional practice examination was conceived as a way of certifying the competence of the would be registered architects. The PPE certifies that any candidate who has successfully passed the examination can handle any magnitude of work. The PPE is used to test the level of involvement of the candidate in architectural works and the knowledge they have acquired in the building industry before they can be presented to the public as architects. It is organized by NIA on behalf of ARCON to ascertain the level of professionalism in candidates before admitting them as members.

Conditions for Entry

The examination is open to candidates who have met the following conditions:

1. Associate members of the institute who have had a minimum of two years supervised post-qualification practice by a date six months before the date of the examination.
2. Graduate architects from NIA-recognized institutions overseas with a minimum of two years supervised post-qualification practice (six months of which must have been spent in Nigeria).
3. Candidates who have passed the NIA finals II examination with a minimum of two years cognate work experience thereafter by a date six months before the date of the examination.
4. Candidates in all cases must be currently resident in Nigeria and also currently fully involved in the practice of architecture under the supervision of a financial full member of the NIA with a minimum of three years membership.
5. Applicants in all cases must be financial associate members of NIA. Candidate must indicate the associate membership number on the examination forms.

Academic Qualifications

The following are the general academic qualifications that a candidate must posses before being considered eligible to write the professional practice examination;
- Candidates must possess a minimum of five (5) credits in WASC examination or its equivalent. Three (3) of the credits must be in mathematics, English and physics and any other two subjects.
- Candidates with a Bsc, HND, or graduates from unaccredited institutions must first pass stages I and II of the NIA final examinations before they can sit for the professional practice examination; while candidates with a B.Arch, MSC, MED, M.Tech degree and their equivalents from an accredited institution do not need to go through finals I and II. (see table 1)
- All candidates, whether from institutions within or outside Nigeria must authorize the NIA secretariat to obtain transcripts from their institutions and ensure that it reaches the NIA secretariat not later than August 31st of the year the candidate is expected to sit for the examination. In addition, overseas graduates must furnish the NIA with details of the accrediting authority of their country of study (for instance the RIBA in the United Kingdom) so as to enable the secretariat access the professional status of the degrees presented.

Table 1: Examination required to qualify for full membership

<table>
<thead>
<tr>
<th>Class of Certificate in Architecture</th>
<th>Examination required to achieve professional registration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accredited Institution</td>
</tr>
<tr>
<td>Master Degree</td>
<td>NIAPPE</td>
</tr>
<tr>
<td>B. Tech., B.Sc., H.N.D.</td>
<td>NIA Finals I, NIA Finals II,</td>
</tr>
</tbody>
</table>

Findings and Analysis

This study was based on literature and field survey. It was undertaken to analyze the NIA professional practice examination and to seek for a possible way forward. 100 questionnaires were distributed and the following results were obtained.

Architectural Practices

Table 2: Analysis of the Architectural practices of respondents

<table>
<thead>
<tr>
<th>S/N</th>
<th>Architectural Practice</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Private Architectural Practice</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>Public Service</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>Academicians</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: Authors’ Research Computation, 2010.

NIA Membership

The study shows that only 20% of the respondents have obtained full membership of the NIA and ARCON, 30% are associates members and 50% are not members but are graduates of architecture from various NIA/ARCON accredited and non accredited institutions.
Table 3: Analysis of the level of NIA membership of the respondents

<table>
<thead>
<tr>
<th>SN</th>
<th>NIA Membership</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Non member</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Associate member</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>Full member</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: Authors’ Research Computation, 2010.

**Professional Practice Examination**

The figure below shows the percentage of candidates (respondents) who have sat and those who are yet to sit for the NIA professional practice examination. This shows that most of the respondents are yet to sit for the examination due to one reason or another.

![NIA Professional Practice Examination](image)

Figure 1: NIA Professional Practice Examination. Source: Authors’ Research Computation, 2010.

**Reasons for not taking the NIA professional practice examination**

The study sought to find out why most graduates of architecture are yet to take the professional practice examination. The responses are presented in the table below. Although the reasons given vary from difficulty in filling the log books to the notion that, the examination does not test competence and therefore, they are not interested in writing the examination. There is no doubt that there are many misconceptions about the NIA professional practice examination.
Difficulty in filling log books could be attributed to the absence of proper mentoring or deficiencies in the pulpitlgae experience. Most of the reasons given by the respondents are to a large extent misconceptions about the role of the NIA. Experience has shown that many would-be applicants of the PPE have a pre-conceived notion that the PPE is too difficult to pass.

Table 4: Analysis of the reasons for not sitting for NIA PPE

<table>
<thead>
<tr>
<th>S/N</th>
<th>Reasons</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Difficulty in filling the Log Book</td>
<td>31.25</td>
</tr>
<tr>
<td>2.</td>
<td>Older Architects not encouraging would-be Architects</td>
<td>6.25</td>
</tr>
<tr>
<td>3.</td>
<td>Stringent rules of NIA</td>
<td>18.75</td>
</tr>
<tr>
<td>4.</td>
<td>The notion that NIA exhibits bias</td>
<td>12.50</td>
</tr>
<tr>
<td>5.</td>
<td>Rigorous process in writing the examination</td>
<td>6.25</td>
</tr>
<tr>
<td>6.</td>
<td>Problem of qualification</td>
<td>6.25</td>
</tr>
<tr>
<td>7.</td>
<td>The notion that the PPE is very difficult to pass</td>
<td>12.50</td>
</tr>
<tr>
<td>8.</td>
<td>The exams do not test competence</td>
<td>6.25</td>
</tr>
</tbody>
</table>

Source: Authors’ Research Computation, 2010.

Level of Difficulty of the NIA Professional Practice Examination

Few of the respondents (20%) said that the examination is very simple and that the content is not different from what has been taught while they were in school. Thirty percent (30%) and fifty percent (50%) said from what they heard that, the examination is difficult and very difficult respectively. This they opine is due to non availability of past questions and the stringent rules of NIA towards the examination.

Table 5: Analysis of the level of difficulty of the NIA PPE

<table>
<thead>
<tr>
<th>S/N</th>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Difficult</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Difficult</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>Easy</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: Authors’ Research Computation, 2010.

Misconception and the place of NIA, ARCON in charting a new order

According to the Encarta dictionary (2008), a misconception can be defined as a mistaken idea or view resulting from a misunderstanding of something. The misconceptions surrounding the NIAPPE and the negative perception of the attitudinal posture of NIA are some of the reasons why registered architects are in short supply in Nigeria. It is one of the reasons why the number of registered architects in Nigeria is less than 5000 since inception of the Nigerian Institute of Architects in 1960. This has no doubt played a major role in the slow development of
the institute. Many candidates believe that NIA / ARCON deliberately fail applicants; hence their minds should be disabused. The wrong assumptions or ideas of most candidates who are preparing or are yet to sit for the NIA professional practice examination should be addressed with regular seminars organised by NIA and ARCON.

The Way Forward

The way forward with respect to the Nigerian Institute of Architects’ professional practice examination includes but not limited to:

- There should be proper orientation from supervising architects to their wards on how the log books should be properly filled.
- Centres for the examination should be made available in all the six geo-political zones for easy access.
- The Institute should be more dynamic in the organisation of seminars exam related seminars.
- There should be a better organisation of the examination in such a way that necessary information will get to the candidates on time.
- The experienced registered Architects should consciously mentor the younger Architects.
- NIA should dialogue with NUC on the issue of student lecturer ratio and settle the differences.
- Alternatives to being a member should be discouraged at all levels (many architecture graduates have gone to become members of rival professional institutes).
- The guidelines governing the writing of the Professional Practice Examination should be reviewed and made available for purchase.
- The possibility of registering for the examination through the internet will be interesting.
- The possibility of taking some theoretical components of the examination as e-test (computer based examination) should be explored.
- Past questions should be made available by the Institute so as to help in the preparations for the examination.
- Professionals of 10 years experience or more could have registered tutoring centres.
- Candidates who wish to take the examination should make good preparations before writing the examination.

Conclusion

This paper considered the conception of the NIA professional practice examination, the requirements to register for the examinations, the misconceptions about the examination and the way forward. A popular adage says “He, who fails to plan, plans to fail”. Therefore, all misconceptions about the NIA professional practice examination boil down to inability to make good preparations for the examination and the fear of writing an examination. The examination tests one’s competency in the field of architecture and the experience they have gathered over the 2 years compulsory pupillage. Therefore, the Professional Practice Examination is nothing to fear. There are stringent rules that have to be reviewed by the Institute to ensure proper organisation of the examination in the nearest future. It is hoped that the processes involved in
the registration for the examination would be appropriately reviewed from time to time so as to make them less cumbersome and further encourage more patronage from the potential certified architects. This paper does not in any way support mediocrity, as such architecture graduates aspiring to be members of the institute must rise up to meet the required standards. Finally, would-be registered architects should embrace the idea of making proper preparations and adequate plans before writing the examination and they should erase the notion that the examination is difficult.
References

The Nigerian Institute of Architects Constitution, (1983)
www.niarchitects.org
Stakeholders’ Perception on the Investment in Higher Education in South-West Nigeria. J.B. Babalola & Foluke M. Olaiya

Abstract

This paper reviews the perceptions of stakeholders on investment in higher education and economic development in south-west Nigeria. The study was based on the argument that despite the fact that Nigeria celebrates her wealth of human capital and boasts of her educated labour force, there is still widespread ignorance and poverty with no indication of a declining trend. Purposive and random sampling techniques were used to select a sample of 22 students from the Polytechnic Ibadan, University of Ibadan and two banks (FCMB and Fin bank). Descriptive survey was used and four research questions were raised in the study. Inferential descriptive statistics of T-test and ANOVA were used to test the result at 0.05 level of significance. Findings reveal that graduates were not able to get jobs despite all efforts to acquire more knowledge. However, the technological convergence is significant, showing that increasing investment in higher education raises the standard of living.

Keywords: Investment, Higher education, Economic development

This paper examined stakeholders’ perceptions on the investment in higher education. Arguments about investment in higher education in the face of widespread ignorance, poverty level of Nigerians, unemployment, lack of improved agricultural practices, low science and technological development, lack of invention and discovering manufacturing in Nigeria have taken forestage at many forums on the international scene. According to National Planning Commission (2004), it was interesting that Nigeria celebrates her wealth of human capital and boasts of her educated labour force from over 60 universities. While we acknowledge this, it is equally important that we remind ourselves as stakeholders, parents, university management, and administration, students, academic staff, tax payers, and company executives including the government that higher education has failed as a cure for all societal ailments and several others in the present day Nigeria.

Higher education in Nigeria is the education after secondary education in universities, colleges of education, polytechnics, and monotechnics including correspondence courses (Federal Republic of Nigeria (FRN) 2004). Education is undisputedly recognized as the bedrock of any meaningful development. The Nigeria National policy on education (2004) articulates the goals of higher education in the country including; to contribute to national development through high level relevant manpower training and to be relevant, practical, and acquisition of

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appropriate skills and the development of competencies as equipment for the individual to live in and contribute to the development of his society. Thus the wealth or poverty of nations depends on the quality of their higher education. Those with a repertoire of skills and a greater capacity for learning can look forward to a lifetime of unprecedented economic fulfillment. But in the coming decades the poorly educated face little better than the dreary prospects of lives of quiet desperation.” (Gillis, 1999). Higher education is one of the correlates of socio-economic, cultural, political, democratic, technological and medico-legal development of a nation, thus education restores to mankind its humanity (Juma and Lee, 2005).

Knowledge is a key factor in development and the ability of a society to produce, select, adapt, commercialize, and use knowledge is critical for sustaining economic growth and improved living standards (World Bank, 2002). Education equips the members of any human group with the capabilities of personal survival in and contributing to other group survival in the wider world (Alade, 2006). Thus the end and purposes of education include the cognitive development, the development of deeper intellectual skills, the acquisition of mechanical skills and character training concerned with the appreciations, feelings, and values of those educated. University in particular is an institution of higher learning providing facilities for teaching and research and authorized to grant academic and innovation for the overall socio-economic empowerment of individual and community development (Babalola and Okediran, 1997). This is why in 2005 Nigeria was one of the 3 out of 31 African countries that saw higher education as a means to economic development and replicated the ideas in the World Banks university innovation project, by focusing on the university subsector.

The rapid growth in the country's population from 83 million people in 1988 to 91 million in 1992 which were never commensurate with the level of economic development also led to an increase in poverty in Nigeria (CBN, 1994). The attempt by the Nigeria government to shift the focus of the economy from the oil industry to other economic activities has been unsuccessful, largely due to corruption, low investment and a largely unskilled labor force. The per capita economic growth in Nigeria in the past 20 years has been relatively low, because Nigeria still depends on oil exports for economic growth and oil prices remained relatively low through the 1980s, 1990s, and early 2000s. Also, the prevailing economic problems in the country prompted by the global economic crisis of 1980s and the subsequent negative effect of the Structural Adjustment Program (SAP) introduced by the government between 1982 to 1986 to rectify the problem has undermined the country's efforts toward economic growth and development, thus causing a lot of hardships to the people. Only few of them have access to education, health care services, good roads, and adequate shelter.

The increase in the country's population also led to an increase in demand for goods and services, and in environmental damage which, over the years, have undermined productivity. The poor become both the victims and agents of damage to the environment. Because the poor, especially, the poor women tend to have access only to the more environmentally fragile resources, they often suffer high productivity declines because of soil degradation or the loss of tree cover. And because they are poor, they have little means to extract what they can from the resources available to them. The high fertility rates of poor households further strain the natural resource base. The lack of sufficient income and productive resources, hunger and malnutrition, ill-health, limited or lack of access to education and other basic services increases morbidity and mortality from illness. Homelessness, inadequate housing, unsafe and depredated environment, social discrimination against women and minority tribes, and exclusion are also causes of poor economic development in Nigeria.
Until now, higher education has been highlighted as a driver of economic growth. According to the World development Report of 1998/1999, Ghana and the Republic of Korea had virtually the same income per capita in the early 1950’s, but by the early 1990; Korea’s income per capita became six times higher than that of Ghana. This was due to Korea’s greater success in acquiring and using knowledge (World Bank, 1998/1999b). According to Babalola (2011), Korea’s achievement may be due to the area of technological advancement like knowledge about nutrition, birth control, software engineering and accountancy or knowledge attribute like knowledge about quality of products, the diligence of a worker, and institutional worthiness. Higher education provides fundamental expertise to all sectors of society and the economy and this is why it must be a part of any realistic development strategy.

The report from the 189 world leaders suggests that higher education must be at the forefront of all policies designed to achieve the Millennium Development Goals (MDGs). It shows that there is no way that the world can succeed in development if the developing world is not a part of knowledge creation, disseminations and utilization to promote innovation (World Bank, 2002b; Sachs, 2005). This is the reason why stakeholders in Nigeria have expended a lot of resources on higher education vis-à-vis individuals. The World Bank also is not left behind in financing university education. This is noticed in the volume and intensity of the World Bank’s Education loans to Nigeria between 1965 and 2003. During the first 38 years of the World Bank’s financial support program, Nigeria was given 564.7million dollars. University education alone accounted for as much as 43.75 percent of Nigeria’s total education budgets in 1990 and 17.74 percent in 2003 (Babalola, 2006).

Statement of the Problem

Considering the failure of higher education in Nigeria to map graduates to prosperous jobs and earnings as once conceived by stakeholders in Nigeria, the question is, do stakeholders still have faith in higher education as a tool for economic development for individuals and the nation? How do stakeholders in Nigeria perceive the idea that higher education is a panacea for societal ailments and several others in spite of shortage of funds as a constraint to educational development at all levels? The poor living conditions of many employed graduates who live on very low income, lack productive resources and assets, lack entrepreneurship, persistent environmental degradation and the deteriorating standard of education, graduate unemployment, low salaries, and lack of savings, low domestic investment, poor health and low quality of life all contradict the above idea. One could then ask how do stakeholders in Nigeria perceive the idea that higher education is capable of lifting up from poverty in the face of so many problems listed, in south west Nigeria? Can investment in higher education be designed so as to improve development while maintaining macroeconomic stability? These are crucial questions to ask. It was therefore pertinent to conduct a study on this issue. This study investigated stakeholder’s perception on investment in higher education and economic development.

Research Questions

The researchers were guided by the following questions.
1. What are the perceptions of stakeholders’ on the investment in higher education and level of per capital income in South–West Nigeria?
2. How do stakeholders’ perceive the investment in higher Education and entrepreneur capability in South-West Nigeria?
3. What are the perceptions of stakeholders on the investment in higher Education and the level of skills, competence and productivity among poor households in South-West Nigeria?
4. What is the perception of stakeholders on the investment in higher education and technological advancement in South-West Nigeria?

Significance of the Study

It was hoped that the results of the study would help educational planners to implement policies that could help education to be productive and to develop a proper organizational structure. This would improve stakeholders’ communication, technological integration and improve knowledge resources and creative abilities among higher education graduates which would eventually alleviate poverty. The study could also influence managers to successfully execute educational programs that would equip graduates in Nigeria to face the persistent challenges of quality, relevance and governance of education in Nigeria. Prospective undergraduates might add an economic perspective to their demand for education as the findings of this study might guide individuals in making better informed schooling decisions. Parents and their wards could also benefit from the study by acquiring information on the importance of education as a poverty alleviation strategy. Finally, the study might influence policy makers and educational agencies to take cognizance of using higher education in tackling the issue of poverty in the educational system. Educational facilities or resources could be reorganized in such a way as to meet the requirement of higher education to achieve high standard in education.

Literature Review

For several decades, African countries and the donor institutions they work with have placed great emphasis on primary and, more recently, secondary education. But they have neglected higher education as an added means to improve economic growth and mitigate poverty. According to Lucas (1988), and Romer (1990), individuals are willing to take more years of schooling partly because they can earn more and get better jobs on average. A higher level of human capital speeds up the adoption of foreign technology that is expected to balance the knowledge gap between the developed and the developing countries (Nelson and Phelps, 1966; Lee; 1995; Benhabib and Spiegel, 1994; Loening, 2002). For many more, schooling can also be a source of social mobility. Similarly, nation-states and regions are interested in raising the average level of schooling in their population, in part, because they think that doing so will improve productivity, raise the quality of jobs in the economy, and increase economic growth. According to Ekerete John in his commentary on the role of higher Education in reducing poverty in Akwa Ibom State “It is lack of investment in higher education within a comprehensive approach to sound education at certain levels that continues to hamper various agencies efforts to eliminate poverty”. It is clear and unequivocal in the reasons that poverty cannot be overcome without the benefit of higher education.
The role of the Nigerian government in higher education as a tool for poverty eradication cannot be overlooked. Government spends money on educating Nigerians at both local and foreign institutions of higher learning and this commitment has given the Nigerian government credibility. Investment is of paramount importance for business cycle fluctuations and economic growth and low and anemic private investment expenditure will surely lead to reduced long-run growth and high rate of unemployment. In 1979-1999, Nigeria experienced a downward trend in the higher education contribution to national productivity. Considering the fact that over the years, the country’s educational system has fallen in standard; shortage of funds has continued to be a constraint to educational development at all levels; the inability of many unemployed graduates to contribute to national development irrespective of the deemed acquisition of high level manpower training and acquisition of appropriate skills relevant to development of competencies that equip the individual for self-reliance and reducing poverty; the poor living conditions of many employed university graduates who live on very low income, lack productive resources and assets, lack entrepreneurship, the share of education as percentage of public total budget that was at increase up to 1996/97 decrease from about 30% in 1979 to about 3% in 1999 which shows that government’s educational priority have been shifted from higher education to lower levels of education from the 1990’s.

Longe (1999), in her inaugural lecture titled “Investment in Nigeria Education” highlighted the persistent challenges of quality, relevance and governance facing the Nigeria Education system. She found that the Structural Adjustment Program (SAP) of 1986 had adverse effects on the economy affecting the budget share of education as well as the expenditure per student which reduced from $302.55 in 1981 to $6.44 in 1993. Thus increased interest in public policies aimed at encouraging fixed capital formation has been driven by the belief that new investment may generate learning externalities or be the leading channel through which innovations stimulate growth (Fazzari, et al, 1988, Chiinko, 1993). According to Olaniyan and Ekemode (2008), education as a capital good is an instrument to developing the human resources necessary for economic and social transformation. The increasing faith in education as an agent of change in many developing countries, like Nigeria, has led to heavy investment in it by the stake holders. Due to the perfection of its financial reward, it goes with the belief that expanding education promotes economic growth. But the description of Nigeria as a paradox by the World Bank (1996) has continued to be confirmed by the belief that despite the huge investment on education, there is little evidence of growth, promoting externalities of education in Nigeria. Schultz (1971), Sakamota and Powers (1995), Psacharopoulos and Woodhall (1997) confirmed the human capital theory assumptions that education is what is necessary to improve the production capacity of a population, because an educated population is a productive population. Thus the provision of formal education is seen as a productive investment in human capital more than physical capital. The rationality behind investment in human capital according to Babalola (2003), is the inculcation of appropriate parts of the knowledge accumulated by past generations, how to use the acquired knowledge to produce new products and to develop new ideas, products, processes and methods through creative approach.

It is commonplace knowledge that the education especially higher education sub-sector, has suffered from continuous decline in funding. This therefore had its toll on education in cognizance of the falling value of the naira (Onuka, 2004a). Underfunding of education, more so, higher education has been recurring in the polity, since everybody seems to agree that funds allocation to the sector cannot meet the sectoral and sub-sectoral needs in view of monumental decadence in the education sector (Ezekwesili, 2006). Okorocha (2004) observes that in the past
education in Nigeria was very qualitative and it was also enviable due to its high standards, hence, graduates of Nigerian universities were unhesitatingly admitted to high profile universities in the United States and the United Kingdom. Bakkabulindi (2005) submits that poor funding of education in Uganda has led to deteriorations in that country’s infrastructures and human capacity building. This development, therefore, confirms that inadequate funding of education tends to be an African phenomenon (ADEA Reports 2002 and 2004). Thus, making African expenditure on education the least in the world looking at the UNESCO’s mandatory of 26% of national annual budget.

Onuka (2004a) suggests that there were too many regulatory agencies and parastatals with the attendant erosion of high quantum of funds and the resultant unnecessary bureaucracy that culminate in avoidable overhead and even not so essential capital while facilities and equipment as well as other projects institutions of learning suffer neglect. Therefore, they are neither replaced nor maintained. These facilities are not expanded, in spite of the fact that enrolment increases by hundreds of thousand every succeeding year. He also observes that as a result, the prescribed student/teacher ratio cannot be attained as inadequate funding has placed constraints on academic staff recruitment and development, as well as facility improvement and expansion. For example, from 1985 to 1989, 17 per cent of the World Bank’s worldwide education-sector spending was on higher education. But from 1995 to 1999, the proportion allotted to higher education declined to just 7 per cent.

Higher education in Africa has suffered from such reductions in expenditure. Many African countries struggle to maintain even low enrolment levels, and the academic research output in the region is among the lowest in the world. This is why various stakeholders in the educational sector including parents, university management and administrators, students, academic staff, tax-payers, company executives are concerned about the level to which funds are available to the university system in Nigeria, how much to invest in education in order to produce the necessary quality graduates for national development and what could be done to ameliorate the shortfall in the current standard of the Nigerian universities.

Methodology

A descriptive survey was used for the study. The population was made of 200 final year and 100 post graduate students, 20 parents/guardians of the students, 5 each from bank, construction company and 20 from non-governmental organization. Two higher institutions and two banks were purposively and randomly. A total of 22 respondents were sampled for the study. A purposive sampling technique was employed to select fourteen (14) students, two (2) parents, one (1) ministry of education officials, and three (3) from bank and construction company and two (2) from nongovernmental organizations. Two similar but different instruments were designed for this study and they are captioned Investment in Higher Education Technological Growth (IHETG) 1and11 which was a self constructed instrument used to elicit information from the stakeholders. Data collected were analyzed using frequency and percentage for demographic characteristic and inferential descriptive statistics of T-test and ANOVA were used to test the result at 0.05 level of significant.

Analysis of Results

Research question 1
What is the perception of stakeholder’s on the investment in higher education and level of per capital income in South West Nigeria

Table 4.2 shows the ANOVA of occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>N</th>
<th>Mean</th>
<th>Std</th>
<th>Sum of Square</th>
<th>df</th>
<th>Mean</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS</td>
<td>14</td>
<td>3.71</td>
<td>0.612</td>
<td>6.143</td>
<td>5</td>
<td>1.229</td>
<td>1.249</td>
<td>0.029</td>
</tr>
<tr>
<td>TCG</td>
<td>2</td>
<td>4.50</td>
<td>0.7071</td>
<td>5.857</td>
<td>16</td>
<td>0.366</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITG</td>
<td>2</td>
<td>4.50</td>
<td>0.7071</td>
<td>12.000</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRC</td>
<td>1</td>
<td>5.00</td>
<td>0.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BKG</td>
<td>2</td>
<td>5.00</td>
<td>0.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKT</td>
<td>1</td>
<td>3.00</td>
<td>0.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the table above, the ANOVA analysis shows that there is significance in the perception of stakeholder’s on the investment in higher education and the level of per capital income in South West Nigeria and in South West Nigeria.

Research question 2

How do stakeholders perceive investment in higher education and entrepreneur capability in South West Nigeria?

Table 4.3 shows the ANOVA of Entrepreneur

<table>
<thead>
<tr>
<th>Entrepreneur</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Sum of Square</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTI</td>
<td>6</td>
<td>4.50</td>
<td>0.5477</td>
<td>2.250</td>
<td>4</td>
<td>0.563</td>
<td>0.98</td>
<td>0.44</td>
</tr>
<tr>
<td>FCMB</td>
<td>4</td>
<td>3.75</td>
<td>0.9574</td>
<td>9.750</td>
<td>17</td>
<td>0.574</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>FIB</td>
<td>4</td>
<td>3.75</td>
<td>0.9574</td>
<td>12.000</td>
<td>21</td>
<td>0.574</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSO</td>
<td>4</td>
<td>3.75</td>
<td>0.5000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTI</td>
<td>4</td>
<td>4.00</td>
<td>0.8165</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research question 3

What are the perceptions of stakeholders on the investment in higher education and the level of skills, competence and productivity among poor householders in South West Nigeria?

Table 4.4 Summary of Regression Analysis of the Combined Prediction dependent by the three Independent variables.
Table 4.4 shows the prediction of the three independent variables to the dependent variable.

Table 4.5 Relative composite contribution of the Independent variables to the Dependent variable.

Table 4.5 reveals the relative contribution of the three independent variables to the dependent variable expressed as beta weights.

Research Question 4

What is the perception of stakeholders on investment in higher education and technological advancement in South-West Nigeria?

Table 4.6: Show the t-test of investment in higher education and technology

The table shows that there is a significant difference in the perception of stakeholders on the investment in higher education and technological advancement in South-West Nigeria.

Findings
The students were of the opinion that they were not able to get jobs despite all efforts to acquire more knowledge so as to be useful members of the society. It was discovered that each added year of education plays a large role in raising aggregate output and increasing the standard of living. Furthermore, the technological convergence is significant, thus increasing investment in higher education raises the rate of technological convergence towards a country’s production possibility frontier. And it was also discovered that Nigeria can only benefit from investment in higher education if more emphasis is placed on higher education, more funding is provided and graduates are well taken care of irrespective of any projects.

Discussion

The purpose of this study was to investigate stakeholders’ perceptions towards the investment in higher education. More specifically, the study was aimed at establishing how the investment in higher education can improve economic growth and development in south west Nigeria. Generally, the results of the study suggest that increasing tertiary education may be important in promoting faster technological catch-up and improving a country’s ability to maximize its economic output. The results show that Nigeria’s current production level is below expectation. This shows that, given this shortfall, increasing the stock of tertiary education by one year could maximize the rate of technological catch-up. This challenges the belief that higher education has little role in promoting economic growth. Higher education may improve technological catch-up and, in doing so, maximize Nigeria’s potential to achieve its greatest possible economic growth given current constraints. Investing in higher education in Nigeria may accelerate technological diffusion, which would decrease knowledge gaps and help reduce poverty in the country. Higher education will not make a difference in Nigeria if other barriers to development play a determinative and negative role. Without sensible macroeconomic management, for example, new graduates will be much less likely to find productive work. Good governance is another sine qua non. Openness to trade – with provisions to ensure that Nigeria actually benefits from such openness and with increased cooperation from developed countries – is likely to be key. Debt relief, now at hand for some African countries, may also allow Nigeria government to begin programs that take better advantage of well-educated workers. Higher education creates the potential, but governments and private actors must seize the opportunities.

Conclusion

This study has made it clear that investment in higher education is key to economic development but to achieve this, efforts should be intensified by the various tiers of government to design relevant policy measures aimed at human capital development through skill acquisition. Once this is done in consonance with individual and societal needs, people including the poor will take advantage of and control their environment. The result is that individuals will improve themselves as their production and productivity could be raised especially if they are appropriately remunerated. If these happen, it will be possible for the poor to grow out of poverty. Specifically, this will require the strengthening of management capabilities of
Community Based Organizations (CBOs) and Community Development Associations (CDAs) through workshops and seminars so that they can perform their expected roles in all spheres of development programs. Any policy based on capacity building through human capital development for full utilization of labor resource is capable of accelerating economic growth, alleviating poverty and protecting the Nigerian economy from further distortions.

**Recommendations**

It is recommended that stakeholders in the educational sector should take investment in university education seriously, pump more funds and the government should develop more industries that will employ the university graduates. Employers of labor are also recommended to pay workers accordingly. Workers remunerations should be commensurate with their abilities as well as their levels of education. There is a need for responsible funding of education in order to ensure qualitative education in Nigerian universities and to have a position in the global ranking.
References


Transforming University Education and Quality Assurance for Sustainable Development in Nigeria for a Globalized World. F.N.Mamman

Abstract

Education has been recognized as an important tool for achieving a nation’s goals, vision and objectives. The quality of Nigerian universities has been and still is an issue of concern among stakeholders due to the challenges posed by globalization and the need for continued scientific and technological advancement. Over the years, this concern has been related to poor funding, inadequate planning, and instability of the academic calendar, infrastructural decay (insufficient materials and instructional facilities) quality of academic staff and students as well as academic staff shortage. These challenges have raised increasing interest and concern about the quality and standard of education to reflect the expected rapid growth of university education and its costs to the public funds. The stratified simple random sampling technique was used to sample 300 lecturers from three universities namely, Ahmadu Bello University Zaria, Usman Danfodiyo University Sokoto and the University of Abuja. The choice of the universities was based on geo-political zones of the country. The universities are also categorized into first, second and third generation respectively.

Results show that poor planning, funding and management among others have affected higher Education in general.

Education from all fronts is a fundamental developmental factor. In the 20th century, effective education, skill acquisition, and workable knowledge have played a prominent role in the projection of the level of production and the overall assessment of the standard of living of many nations. Education in a global context has long been recognized as a core and necessary element in the drive for socio-political and socio-economic development. Education is perceived as a means of not only of raising political and social consciousness, but also of increasing the member of skilled workers and raising the level of trained manpower. Universities are potentially the most competent institutions in Nigeria. They are often the only national institutions with the skill, equipment and mandate to generate new knowledge through research or to adapt knowledge to address local problems (Anonymous 2002). Universities are therefore, key actors in national development because their roles in research, evaluation, information transfers and technology development are critical to national, social and economic growth.

The major problem confronting Nigerian universities is that the quality of university education in Nigeria has declined significantly as a result of dwindling resources during a period of growing enrollments. Other factors have also contributed to the crises such as inappropriate government structure, feeble national polities, and political interference in many aspects of university endeavor and campus instability. The problems have been the focus of extensive analysis in the 1990s. In the process, substantial information and understanding have been generated.

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However, the ability to take necessary actions to revitalize Nigerian universities has been lacking. In developing countries, high levels of education are needed to facilitate more rapid growth and development of the developing countries so as to catch up with the advanced countries. Undoubtedly, the contribution of university education to the rapid socio-economic and political advancement of a nation can only be conceived within the perspective of its abilities and capabilities (Mohammed, 2006). In Nigeria, several challenges and shortcomings have been militating against the abilities and capabilities of the university education system. This has raised the need for maintenance of quality assurance in the university education system.

**Quality Reviews in Higher Education**

The theory and practice of quality reviews in the university education system has a long tradition. El-khawas and sheb (1998) in Audi (2008) opined that the practice of internal quality reviews has a longer history compared to the emerging statutory requirement for external reviews. While Harvey (1997) also mentioned that the traditional approach to quality review was more advantageous not only on outcomes but more importantly, on the dialogue and the reflection it avails. He added that quality is about transformational processes involving participants, enhancement, leading to change; and participant empowerment to take ownership. Binsardi and Ekwulugo (2003) as well as Hermann (2005) have argued that quality is business focused with the seller and the buyer. This line of argument coincides with Peters (1996) who suggested that quality assurance provides for customer trust in brand and therefore added value and market share totality. However, York (1999) explained that external quality assessment dwells on accountability and performance. Further, Blackmore (2004) identifies quality assessment and quality audit within the same control paradigm. Withers (2002) claims funding is directorial to quality control paradigm. While Gore, et al. (2000) infers quality more relies on laws rules, prescriptions, schedules and routines to control and subsidize systems.

**The Concept of Quality Assurance**

The concept of quality assurance is not a new concept; it was originally an integral part of crafts partnership and professionalism. In Britain, for instance quality assessment exists to ensure that all education for which government provides funding is of satisfactory quality or better and to ensure speedy rectifications of unsatisfactory quality (HEFCE, 1993). Onicha, (2002) defined quality as the level of excellence in performance on the strength of the quality context, input processes/transactions, and output. Quality education includes quality learners, quality teachers, a quality context, quality teaching, quality learning environment and quality outcomes. Quality assurance is the management of goods, services and activities from the input stage, through processes, to the output stage of production. An assurance process recognizes the need for a school to accept responsibility for its own management process. Assurance is a total, holistic process concerned with ensuring the integrity of outcomes. Thus, the responsibility for quality rests with the school itself and is expressed through its relationship with its customers. Quality assurance recognizes the autonomy of organizations and seeks to enhance their capacity to operate in a respective way. Quality assurance includes monitoring, evaluation, supervision and inspection. Universities have processed various forms of internal and external mechanisms for assuming the quality of their work. The external examiner system has traditionally been a form of quality assurance (Siliver, 1993). Today, in the university education system, quality control and quality assurance have now become an issue of high importance (Doherty, 1994). A more cynical view, however, is that quality assurance was introduced as a regulatory device for the process of production itself (Hudson and Thomas, 1999; Kogan and Hanney, 2000).
Quality Assurance in the Nigerian Education System

University education in Nigeria dates back to 1934 when the colonial government set up the Yaba Higher College, in 1948, a University college was established to award degrees from the University of London. In the period 1960-1970, Nigeria had six (6) Universities; while seven (7) others were established between 1975-1977. Twenty-five years later, precisely by 2001, Nigeria had forty-five (45) universities federal and state and private universities inclusive. Today, the number has increased tremendously to more than a hundred (100) universities in the country. The contribution of this number of universities to the development of the Nigerian nation can only be conceived within the perspective of their ability and capacity to produce competent graduates, provide skill development opportunities, provide opportunities for conducting research and provide research and development infrastructures. This expectation poses a great challenge on the Universities to compete in the education, training and production of qualified graduates capable of transforming the country to cope with the challenges of globalization and other related expectations such as Millennium Development Goals.

Further, for Nigeria to achieve its desires and ambitions; its university system needs to take the issue of quality and standards firmly. It needs to ensure continuous increases in the quantum of knowledge and skills acquired, and adaptability of programs to the demands of the society. There must be a framework which promotes a democratic setting, an availability of a dynamic curriculum that is responsive to the changing needs of the society, and an availability of adequate infrastructure and faculties for teaching, learning and research. In 1974, the National Universities Commission (NUC) was established and empowered to accredit all university programs. The establishment of the NUC was a bold step towards ensuring quality in university education in Nigeria. In turn, the commission has made several attempts to ensure quality assurance in the Nigerian university system. Some of the attempts include: setting of minimum academic standards, accreditation of programs in Nigerian universities, the provision of programs in Nigerian universities, the provision of teaching research equipment, development of strategic planning, verification of new academic programs, setting a new bench-marks, among many other attempts at ensuring many attempts at ensuring assurance in the Nigerian universities Education system.

The challenges to Quality Assurance in Nigerian Universities

The quality of Nigerian universities has been an issue of concern among stakeholders. It has been and it is still a thing of concern principally due to the challenges posed by globalization and the need for continued scientific and technological advancement. Over the years, this concern has been related to instability of academic calendar, infrastructural decay and academic staff shortage. These challenges have brought about increasing interest and concern for quality and standards of education to reflect the expected rapid growth of university education and its cost to public funds. Today, these are issues bordering and challenging in the process despite the huge successes recorded on the quality assurance in the university system. One fundamental issue is the increase in the number of universities in the country. With the increasing number of universities, quality assurance in the system is becoming more demanding on the universities. Closely related to that is the issue of infrastructural delay and obsolesce (obsolete) of equipment and inadequate access to university education in Nigeria. This is true despite the increasing number of universities in the country.

Another aspect is the proliferation of unapproved affiliations between some Nigerian universities and non-university institutions for the purpose of awarding degrees in a strong challenge to the Nigerian university system. Similarly, some stated private universities lack academic staff in the right proportion and certain infrastructural facilities. As a result, some of the courses are not taught properly in those universities because of the lack of experienced lecturers, this ugly situation emanates from the inability to pay qualified lecturers or professors, this is no doubt has negative
effect on the education system. Some of these institutions make use of part-time lecturers rather than full-time. This is determinable to teaching profession because of these categories of lecturers do not have time to teaching profession because of these categories of lecturers do not have time to do their research as their attention is always needed. A critical analysis of these challenges and shortcomings no doubt point to the fact that there is an urgent need to ensure quality university education system. This calls for concerned efforts both the university regulatory body and the universities to ensure quality in the fact of raising demand for quantitative university education in Nigeria.

**Sustainable Development**

Sustainable development (SD) is a pattern of economic growth in which resource use aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. The term 'sustainable development' was used by the Brundtland Commission which coined what has become the most often-quoted definition of sustainable development as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs."

**Methodology**

The study utilized the administered questionnaire as the primary source of data collection. The secondary data were collected from textbooks, Journals and periodicals. The systematic system random sampling technique was used to collect data from three (3) universities. The sampled universities included: Ahamadu Bello University Zana; Usmanu Danfodiyo University, Sokoto; and the University of Abuja. The simple random sampling technique was used to select 100 respondents from each university sampled.

**Data Analysis and Discussion of Results**

The information gathered and collated from the respondents were computerized, manipulated analyzed and statistically presented to reveal the responses from the statistics applying the frequency and percentage to summarized the responses using four (4) likert scale system strongly agree, agree, disagree, strongly disagree. Formula for computation and analysis:

\[
\text{\%} = \frac{F \times 100}{N} \times 1
\]

Where F stands for frequency and N for total number of returned questionnaires.

\% = means the percentage of numbers of represented and discussed under the four heading.

The study analyzed two research questions below to ascertain the level of quality assurance for sustainable development in the university system.

**Research Question 1**

Are there enough qualified lecturers in the university system?
Table 1, having item 1 to 5 on questionnaire with responses of respondents as analyzed shows that 1 and 2 were rated strongly agree and agree with mean score of 1.97 and 2.1 while item 3 to 5 were rated strongly agree with mean score of 3.28, 3.26 and 3.31 which serves as an indicator to the fact that there are no enough lecturers to teach in the university system and that some departments grossly lack adequate human resources. It also depicted that human resources are needed to run the system. In fact, this analysis shows that there are no enough human resources to effectively handle and manage teaching and learning in the university system.

**Question 2**

How has the curriculum, infrastructural facilities and funding affected teaching and learning in the university system?
<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
<th>NA</th>
<th>MEAN</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>University sees the relevance of adhering to curriculum</td>
<td>25</td>
<td>35</td>
<td>74</td>
<td>166</td>
<td>300</td>
<td>1.93</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>2.</td>
<td>Curriculum reflects our society norms and values</td>
<td>20</td>
<td>60</td>
<td>30</td>
<td>190</td>
<td>300</td>
<td>1.45</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>3.</td>
<td>Constant strikes in the university by Academic Staff Union of Universities (ASUU) do not affect teaching and learning.</td>
<td>17</td>
<td>10</td>
<td>23</td>
<td>250</td>
<td>300</td>
<td>1.90</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>4.</td>
<td>Most Students are qualified to be in the University system</td>
<td>30</td>
<td>100</td>
<td>20</td>
<td>150</td>
<td>300</td>
<td>1.72</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>5.</td>
<td>There are no enough facilities in the University</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>290</td>
<td>300</td>
<td>2.21</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>6.</td>
<td>Government do not adequately fund the University system</td>
<td>280</td>
<td>15</td>
<td>4</td>
<td>1</td>
<td>300</td>
<td>3.61</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>7.</td>
<td>There is conducive learning environment</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>270</td>
<td>30</td>
<td>1.67</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

Source: Researchers field work (2012).

Items 5 to 10 on the questionnaire provide answers to research question two (2). Analysis from the responses of respondents shows that the items were rated strongly disagree with a mean ranging from 1.93, 1.45, 1.90, 1.72, 2.21 and 1.67 respectively, while item 11 rated strongly agree. Analysis shows that universities do not adhere to curriculum and that the curriculum does not reflect our norms and values. The analysis also depicts that constant strikes by academic staff union of Universities (ASUU), unqualified students, inadequate infrastructural facilities funding as well as lack of conducive environment, has affected teaching and learning in the university system.

**Conclusion**

Quality assurance in the university system for sustainable development is an important task which must be pursued with vigor and medication. This is imperative if university education must continue to meet societal expectations and be relevant to the nation’s social economic and technological development aspirations for a globalized world. The maintenance and enhancement of quality and attempts to define and measure quality for university education are now major issues. Therefore the primary responsibility for maintaining and enhancing the quality of teaching and learning rests with each individual institution. At the same time, there is a need for proper accountability for the substantial public funds invested in university education. As part of these, students, staff, management and all stakeholders’ need improved information about quality if the full benefit of increased competition is to be obtained.
Recommendations

It is necessary that university education in Nigeria be made to tackle social disadvantage, be able to reflect on wider changes in the society, be made to play significantly in shaping the future, and be made to have policies and practices compatible to the Nigerian society for sustainable development in a globalized world. For these to be realized the following suggestions are offered.

- Universities should be made compulsory to contribute in achieving sustainable development in a globalized world.
- The university system should be made to provide the necessary environment for education, training and retaining
- Universities should be made to evade intra-relationships for collaborative teaching and research.
- Universities should be made to serve as a base for new scientific and technological advances in the 21st century.
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South-South Universities Curriculum Characteristics and Global Collaboration in the 21st Century. Eucharia Obiageli Obiekezie (PhD)\textsuperscript{6}; Dr Margaret Essien\textsuperscript{7} & Alexander Timothy Essien (PhD)\textsuperscript{8}

Abstract

Globalization imposes certain inescapable requirements on a university’s curriculum. One such requirement is the elasticity of the curriculum to sustain local demands and accommodate global concerns. Using the ex post facto design, this paper examines the impact of global collaboration on the curriculum characteristics of selected universities in south-south Nigeria. Data were collected through questionnaires. Four hundred and ninety-six (496) respondents participated in the study. Three hypotheses were postulated and tested using the Pearson product moment correlation coefficient. The analysis indicated a significant positive relationship between global collaboration and internationalization of the curriculum, as well as between global collaboration and responsiveness of the curriculum to the Millennium Development Goals (MDGs).

Keywords: Curriculum, Work Integrated Learning, Internalization and Collaboration

An efficient global system demands efficient functioning of the subsystems. It draws from the efficient interrelatedness and functioning of the sub-systems to sustain the goals of globalization. McKimm (2007) observed that higher education has been subject to many changes and developments in response to both governments and changing public expectations. The security challenges in the Niger Delta region of the South-South geo-political zone of Nigeria operated within the nexus of oil and gas exploration and the attendant environmental pollution, resource allocation and control, and prominently, the twin factors of unemployment and poverty. With the amnesty policy of government, came a rehabilitation program for the ex militants geared towards entrepreneurial skill acquisition and sustainable employment. Such resolution mechanism testified to the role of unemployment and poverty in fuelling and sustaining the Niger Delta conflict. Since the nature of the Niger Delta crises posed both fiscal and physical security challenges not only to Nigeria, but also to significant international and multinational agencies, the resolution also required international collaboration and

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partnership. Therefore, educational institutions in the Niger Delta region are expected to respond to the social-economic imperatives by priming their curricula to sync with the echoes of their environment. Such responsiveness necessitates global collaboration and partnerships. From this perspective, we examined the extent of global collaborations in universities in the South-South zone to find out whether such collaborations have significant associations with certain features of their curricula such as internationalization of the curricula, work Integrated Learning content of the curricular as well as the responsiveness of the curricular to some Millennium Development Goals.

What is Curriculum?

There are many definitions of curriculum. It has been defined as “a programme of activities directed toward a set goal for a particular experience of a specific group of people within a stipulated framework of time”(Akintunde, 2009). It is also defined as “…a series of planned and unplanned learning activities to which a child is exposed in the course of his development.”(Onwuka,1981). Certain keywords emerge from the two definitions; program, goal, planned activities, people or child. It is a program because it is planned, organized, and sequenced. Moreover, the planning is goal directed or informed by need assessment and targeted at a learner – child or adult.

Therefore, factors that influence curriculum development, according to Esu, Enukoha and Umoren (2006) include the society, the learner, the teacher, knowledge explosion, events in the foreign scene, and the changing nature of schools. In other words, the curriculum does not develop in a vacuum, but in response to issues in the society. As Oduolowo (2009) puts it, “The curriculum must be flexible to reflect the needs and aspirations of the learners and the ever changing needs of the society which the learners are part of.” (P.335). This is in agreement with the national policy on education (2004) that states: “efforts shall be made to relate education to overall community needs”. With regard to university education, the document states that university education is positioned to intensify its programs for the “development of high level manpower within the context of the needs of the nation”(p.37). Therefore, as the society evolves, the curriculum must evolve too. This dynamism is what ensures the fidelity, validity and relevance of the curriculum to the society of which the learners are a part.

Nowhere is the issue of curriculum dynamism more urgent than in a university. This is because a university is expected to offer the best and highly optimized social resource. Universities are considered to be reservoirs of excellence, treasure houses of today’s answers and mills of tomorrow’s solutions. The university curriculum is therefore expected to adequately address not only present concerns but also to anticipate future challenges. While it is necessary for the curriculum to be driven by the needs and goals of a particular society, current globalization has significantly influenced what constitutes societal needs. Societal needs are no longer isolated from global needs; for there seems to be a convergence between a particular society’s needs and global needs. Current economic trends have demonstrated that once a particular economy is in crises, before long, the effect resonates globally. Besides, problems of HIV AIDS, crime, terrorism, poverty, and climate change have eclipsed geopolitical boundaries. Therefore, modern curricula attempt to reflect not only the needs of a particular society, but also the needs of the wider world. This is particularly so in the university curriculum. The graduates of a university should not only be skilled in the culture of their immediate environment, but should also be able to relate with and function within the dictates and imperatives of the global community.
The basic components of a university curriculum are the aims and objectives; the processes (contents) as well as resources (human and material) needed to achieve the aims; the methods and processes of assessing whether the targets are met; as well as the planned periodic provision for its review. The curriculum has therefore been described as “a total blueprint for actions where the objectives, aims and outcome of the curriculum are clarified; the processes to achieve these are identified; the ways to measure whether success has been achieved; and systematic review and adjustment are also part of the plan.” (Chhem, 2007). The question is: to what extent have Nigerian universities responded to the needs of the students and the society? Bill Gates, for instance, bemoans the inadequacy of the American high school system to address present and future needs of the American people. In a speech to governors in the USA, he is quoted by Clark (2005) as lamenting:

American high schools are obsolete. By obsolete.... I mean that our high schools—even when they are working exactly as designed, cannot teach our kids what they need to know today. Training the work force of tomorrow with the high schools of today is like trying to teach kids about today’s computers on a 50-year-old mainframe.

If what Bill Gates said is true of American education, is it less true of Nigerian higher education institutions? If schools have not failed, then, how do we account for the massive graduate unemployment? What accounts for the culture of examination malpractice in Nigerian schools? Why is there a mismatch between university qualifications and workplace competence? Evidently something is amiss. In light of global collaboration and partnership that has become inevitable amongst universities and other local and international institutions, certain characteristics are expected of the curriculum. In this study our focus was on three areas which include internationalisation of curriculum, Work Integrated Learning and the responsiveness of the curriculum to the Millennium Development Goals (MDGs). These three elements, we believe, are necessary to address, among others, the issues of employability of university graduates both locally and internationally. They could also form the basis for international partners to assess the credibility of a university curriculum.

Internationalized Curriculum

The Internationalized curriculum has been defined as: “a curriculum with an international orientation in content and/or form aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students.”(Organisation for Economic Co-operation and Development (OECD), 1996). Such a curriculum would encourage the integration of a global perspective in teaching; enhance knowledge of international development and cooperation concerns; inculcate an understanding of global interdependence and a country’s responsibilities as a member of the global village; foster a sense of global citizenship and increase awareness of the impact that individual and collective actions can make on matters of global importance (Canadian International Development Agency (CIDA)/Global Classroom Initiative cited in David Gamble, 2005).

In addition, a globalized curriculum is expected to, in some way; address the United Nations Millennium Development Goals (MDGs), namely:

Goal 1 - Eradicate extreme poverty and hunger
Goal 2 - Achieve universal primary education
Goal 3 - Promote gender equality and empower women
Goal 4 - Reduce child mortality
Goal 5 - Improve maternal health  
Goal 6 - Combat HIV/AIDS, malaria and other diseases  
Goal 7 - Ensure environmental sustainability  
Goal 8 - Develop a global partnership for development.

The rationale for the choice of the goals is that universities should be among the major drivers for the attainment of the millennium development goals, not by policy promulgation, of course, but by serving as the incubator and the fertilizer of the “hard skills” (knowledge of subject matter) and “soft skills” (character).

Work Integrated Learning

Work-Integrated Learning describes educational activities “that integrate theoretical learning on campus with its application in the workplace” (Flinders University, 2012). In other words, a curriculum that reflects work integrated learning provides authentic learning that tries to create a match between classroom experiences and real occupational characteristics. The aim is to ensure that there is no dissonance between theory and practice. It makes graduates fit neatly into the workplace. It might make learning real, relevant and contextualized. “Work-integrated learning is a process where students develop their skills, behavior and self-awareness.” (Cooper & Maidment, 2001).

Global Collaboration and Partnership

MDG eight aims at developing global partnership for development. Global partnership and collaboration takes diverse forms and differs from university to university. But essentially it involves staff and student exchange programs, staff as well as institutional research collaborations among local and foreign universities, university – industry collaboration, etc. The University World News (2012) reports an example of such collaboration that featured academics from 11 British universities at a one-day workshop with counterparts from Nigerian universities in Abuja. The main objective was to showcase opportunities for staff development in British universities, especially in the area of enterprise education. The British universities participating, according to the report, already had different forms of collaboration with some Nigerian universities. There are two pilot programmes underway in Nigeria in this area, sponsored by the British Council. Both are coordinated by Nigerian academics working in British universities. Another partnership reported by the University World News was the UK-Nigerian Universities Postgraduate Employability Network, UNUPEN, which was created under the British Council-funded Education Partnerships in Africa Project “to promote and facilitate interaction and exchange between UK and Nigerian universities in the area of graduate and postgraduate employability, and to create a research community in this area by developing links and mobility between universities and industry.” (Para 13)

Collaboration offers many advantages. For instance, the advantages of university – industry collaboration are highlighted by Banji Oyelaran-Oyeyinka & Boladale Abiola Adebowale (2012). They include the enhancement of sources of public and private funding, decreasing firms’ costs for research and development while enhancing innovative output, helping participation in technology transfer and human training activities, enhance focus on secondary research of immediate industrial relevance as well as providing network with PRIs (Public Research Institutes) to perform a supportive role in research and patenting. Besides, Banji Oyelaran-Oyeyinka & Boladale Abiola Adebowale
(201) add that collaboration with partner universities results in the acquisition of new techniques, access to research funds and human skills and research capacity building.

Similarly, the Association of African Universities (AAU) and the European University Association (EUA), in the white paper on the role of higher education in the Africa-Europe Strategic Partnership, stressed the importance of inter-university collaboration to enhance research and innovation, education and training, and economic as well as social development. The paper made reference to the EUA Prague Declaration (2009) that sought to enhance “global collaboration, partnership and presence beyond Europe as priority for an ever greater number of universities with diverse outlook to ensure strategic presence and promote international outlook among students and staff alike…. “ The University of Calabar, for instance is involved in various partnerships with Oxford University, UK; [Dr. David Pratten, the director African Studies Centre was in the University of Calabar for a stint of one month July/August under a budding collaboration arrangement. The Fulbright Scholarship scheme also provides collaboration and partnership for Nigerian academics to study in the USA. These and similar global partnerships foster intellectual as well as developmental exchanges.

Correspondingly, in the University of Benin, there are many collaboration efforts and partnerships with international agencies. For instance, The UNESCO-GEIFON Chair in environmental sciences at the University of Benin established in 2009 following UNESCO guidelines for the establishment of UNESCO chairs. The proposal for the chair was submitted by Global Educational Initiative for Nigeria (GEIFON) - a non-governmental organization committed to promoting global educational partnerships. UNESCO provided a start-up grant for the Chair programme (start-up activity was the UNESCO-GEIFON Chair workshop held in UNIBEN in January 27-28, 2011). Similar international collaborations were also observed in the University of Port Harcourt. The Institute of Petroleum Studies (IPS) offers international Collaborative programs for sustainable development in the petroleum industry. IPS, boasts a multidisciplinary pool of consultants and experts in Nigeria and abroad. Besides, the Continuing Education Centre offers international certification by the National Registry of Environmental Professionals (NREP), USA. Our concern was to assess how such partnerships reflect on the curriculum characteristics of Nigerian universities, specifically universities in the South-South geopolitical or the Niger Delta zone. In examining the curriculum characteristics, we focused on work integrated learning, internationalization of the curriculum, and responsiveness to the MDGs.

Hypotheses

Three null hypotheses were formulated to guide the study. They are:

1. There is no relationship between global collaboration and internationalization of university curriculum.
2. There is no relationship between global collaboration and Work Integrated content of university curriculum.
3. There is no relationship between global collaboration and responsiveness of university curriculum to the Millennium Development Goals.
Methodology

The study adopted an ex post facto design. The study area was the South-South geopolitical Zone. The South-south geopolitical zone comprises Akwa Ibom state, Bayelsa state, Cross River state, Delta state, Edo state and Rivers state. There are eleven public universities in this zone, comprising, six federal and five state universities. This paper draws largely on data collected in surveys and interviews conducted in the five universities (three federal and two states) in the South-South geopolitical zone, with a view to understanding their collaborative behavior and curriculum characteristics. The sample units of measurement were five university faculties such as arts/humanities, education, medicine & surgery, Social Sciences/Management Sciences, and Science. The five universities were purposefully selected on the basis of year of establishment. Only universities that were more than ten years old were selected. Questionnaires were administered to 500 lecturers. Four hundred and ninety six (496) lecturers responded to items that sought to rank the university on global collaboration and partnership indices as well as the curriculum on work integrated learning, Internationalization of the curriculum, and responsiveness to the MDGs. 100 respondents were selected from each university; that is, 20 per faculty.

Data analysis

Statistical data were retrieved from lecturers’ responses to the survey on global collaboration influences on university curriculum. The Pearson product moment correlation statistics was used in analyzing the data. The confidence level was set at .05 alpha. The result is presented in Table 1

Table 1
Pearson product moment correlation between global collaboration and other variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>STDEV</th>
<th>r</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Collaboration</td>
<td>496</td>
<td>22.36</td>
<td>10.30</td>
<td>0.3241*</td>
<td>0.1946</td>
</tr>
<tr>
<td>Internalization</td>
<td>496</td>
<td>11.25</td>
<td>4.45</td>
<td>0.3241*</td>
<td>0.1946</td>
</tr>
<tr>
<td>Work Integrated</td>
<td>496</td>
<td>13.81</td>
<td>8.58</td>
<td>0.1290</td>
<td>0.1946</td>
</tr>
<tr>
<td>MDGs</td>
<td>496</td>
<td>11.13</td>
<td>4.51</td>
<td>0.2372*</td>
<td>0.1946</td>
</tr>
</tbody>
</table>

*Significant @ 0.05 level of confidence
For hypothesis 1, the calculated r is 0.3241 while the tabulated is 0.1946. Since the calculated r is greater than the tabulated r at 0.05 alpha, the null hypothesis which postulates no significant relationship between global collaboration and internationalization of university curriculum is rejected. This means that there is a significant positive relationship between global collaboration and internationalization of the curricula of the universities in the South-South Zone. For hypothesis 2, however, the result indicated a calculated r of 0.1290, and a tabulated r of 0.1946. Since the calculated t was less than the tabulated r at 0.05 alpha, the null hypothesis which postulated no relationship between global collaboration and work integrated learning was retained. This means that there is no relationship between global collaboration and work integrated learning content of the curricula of the universities in the South-South Zone. Regarding hypothesis 3, the calculated r was 0.2372, while the tabulated was r 0.1946. Since the calculated r greater than the table r at 0.05 alpha, the null hypothesis which postulated no relationship between global collaboration and responsiveness of the curricula of the universities in the South-South zone to the MDGs was rejected. This means that there is a positive relationship between global collaboration and the responsiveness of the curricula of the universities in the South-South Zone to Global Millennium Goals.

Discussion

The results showed that the responsiveness of south-South universities to MDGs as well as the internationalization of their curricular is related to global collaboration. These findings seem to align with the position of the EAU Prague declaration (2009) which canvassed global collaboration as a way of giving university education an international outlook. Of course even international donors and partners could expect such features in the partner university curriculum to attract and sustain such partnership. This could be true of the MDGs. Besides, the MDGs form the template for the current Nigeria’s administration’s vision 2020. Since it is a policy drive, institutions such as universities
dependent on government funding principally, would like to reflect the focus of the administration in their curricula. However, between global collaboration and work related learning content of the South-South universities curricula, there was no relationship. This may be so probably because work integrated learning thrives in an atmosphere of active collaboration between schools and industry (Bates, 2005). While such collaboration was not the focus of this study, the importance of such collaboration is necessary for internship, practicum, or industrial attachment, key components of work integrated learning.

We must concede that since this is a correlation study, no attempt is made to infer any cause and effect relationship among the variables; and the absence of a positive linear relationship does not preclude other types of relationships. Moreover, our study was based principally on respondent’s opinions that may not accurately represent the actual state of affairs of the institutions under study.

Recommendations

1. South-South universities and Nigerian universities generally should continue to explore opportunities for global collaboration in order to expand their frontiers for research and development.
2. More active university and industry corporation and partnerships should be developed and nurtured. This might not only guarantee the employability of university graduates but might ensure accountability by the university to ensure that her graduates and products meet industrial/workplace standards and needs. Consequently, unemployment, poverty and the attendant security backlash could be checkmated.
3. Universities should deliberately design all academic programmes to prepare students for work, whether as an employee or an entrepreneur. This could help address the dissonance between academic qualification and workplace competence.
4. The Millennium Development Goals should be purposefully pursued through deliberately designed curriculum so as to transform from being instruments of government political pontificating into feasible and attainable targets.

Conclusions

Nations set their goals, derive their educational philosophies, educational aims, curricular goals and objectives in line with local and global needs. The curriculum development and improvement have to reflect the changing demands of the 21st century. It is a great tragedy when curricula lose touch with the local and international community. With globalization, comes the need for universities to shun isolation and engage in deliberate active partnership both locally and internationally. Such partnerships would reflect the extent to which the curriculum response to international demands through the internationalization of the curriculum. Such collaboration would leave footprints in the responsiveness of the curriculum to the MDGs as well as fulfill the needs of labor and industry through work related learning.
References


Abstract

Education is such a powerful instrument for national transformation and development such that anything that affects an educational system negatively affects the national development. This study investigated the extent to which access to higher education is globalized and the implications for Nigeria. An ex-post facto research design was adopted for the study. Two research questions were formulated to guide the study. Data was collected from the regulatory bodies like Joint Admission and Matriculation Board (JAMB) and National Universities Commission (NUC) on the number of centres in and outside Nigeria for 2012 examination, the number of candidates applied for access to universities and the number that gained admission from 1991 – 2011 twenty years (20 years) for the study. Findings revealed that Nigerian examination centres for 2012 were three thousand and one (3,001) while the six (6) examination centres in other countries created by JAMB had one (1) centre each which is very insignificant and does not mean globalization of access to higher education. The data also revealed that over one million (1m) candidates that apply for access to higher education through Joint Admission and Matriculation Board (JAMB), less than twenty percent (20%) on the average gain admission into the universities which is very low. it was recommended that access to Nigerian universities should be globalized to reduce the barriers in service and increase the material wealth.

Keywords: Globalization, Access, Higher Education – Universities, Nigeria

Education is regarded as one of the most powerful instruments for national and social development and transformation. It is a potent and dynamic tool for economic, political, social, cultural and technological advancement in every society. It is on the strength of this great belief that both state and federal governments are investing in the business of education for all citizens. Federal Government of Nigeria (2004), states that education fosters the worth and development of the individual for each individual’s sake, and for the general development of the society. Every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability. This statement depicts that, it is the responsibility of the Nigerian government to make education available, accessible, acceptable and adaptable globally for every Nigerian citizen at every level especially at the universities. But in the world of today, a nation may not successfully flow independently without interaction and integration with other countries of the world. For higher education system in Nigeria to achieve its goal and purpose in terms of social economy and access, it needs to operate globally. The issue or idea of students and scholars moving between countries has been before the new technologies and it is not a new thing but the movement of students, education programs and providers across borders for commercial and for profit purposes is growing and this issue has gained new momentum and important with the establishment of the General Agreement on Trade in Services (GATS). This new international trade agreement is administered by the World Trade Organisation (WTO) and is the first multi-lateral agreement that covers trade in services. Within CATS, education is one of the

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twelve primary services and higher education is one of the five sub-sectors of education. The inclusion of trade in higher education services within the framework of GATS is a reality and will not change, (UNESCO 2004). Globalization of access will not only increase investment to higher education but it widens, intensifies, spreads up and grows the impact of world-wide interconnectedness. Globalization is the way in which developments in one region can rapidly come to have significant consequences for the security and well-being of communities in quite distant regions of the globe as there can be no island of prosperity in an ocean of economic instability in the whole world (McGrew, 2000). Globalization is described as the flow of technology, economy, knowledge, people, value and ideas across borders. It is a multifaceted process with economic, social, political and cultural implications for higher education. It possesses challenges not only in access, equity, funding and quality but also those of national sovereignty, cultural diversity, poverty and sustainable development. Globalization became possible only recently because of the technological infrastructure provided by improved telecommunication networks, information systems including the internet, microelectronics machinery and computerized transportation systems. Some countries such as China, Cuba and Vietnam, organized economically and politically under communist regimes, made especially large investments in education and produced highly schooled populations even in previously illiterate regions, such as central Asia. University education has also expanded in most of the world’s societies but given the bias of global demand for the higher education, the tendency is to push up rates of return to investment in higher education relative to the payoffs to investing generally in education system (Carnoy 2005).

Globalization of access to higher education in Nigeria can encourage rapid growth and easy accessibility to many candidates especially the disadvantaged, under-privileged and under represented. It is said to be the process of increasing, unification and integration of the world’s economic, people, companies and government of different nations by reducing the barriers to international trade like tariffs, export fees, import quotes etc (Bhagwati 2004). This is meant to reduce barriers in goods and services and increase the material wealth. Globalizing access to higher education in Nigeria will showcase, widens the services and promotes the nation in the world market of competition. Developed countries set up campuses in and outside of their countries that till maintain their vision and mission and still give access to higher education. They are very good in leadership and sound education that has transformed and still transforming their economy which attracts some brilliant and skilful Nigerians to settle in such countries.

One of the most visible manifestations of globalization is the emerging borderless higher education market. The huge increase in the worldwide demand in higher education, the budgetary and capacity problems of many nations to meet this demand can expand the supply of educational services. Globalizing access to higher education in Nigeria to reach out to international higher education market can bring students to pay money to home institutions instead of spending. Babalakin (2012) said that “no fewer than 75,000 Nigerian students are currently studying in three Ghananian Universities incurring a total of one hundred and sixty (160) billion naira expenditure annually”. Instead of other people paying to Nigerian institution to increase the national economy for transformation, we are enriching other countries. Ukertor (2010) in his research stated that Nigerian youths demand higher education especially in the universities and that qualified candidates must not be denied access.

An element of globalization of access in Nigeria is observed a “pocket full” of neighbouring countries like Cameroun who come to Nigeria to receive education. Apart from this, Nigeria is the giant of Africa who suppose to attract more candidates from other countries of the world. In addition Nigerian universities have not been able to go outside the world to establish campuses in other countries because they have been wobbling all these years. This is as a result of unstable academic calendar which is one way or the other truncated because of incessant strike action by university staff over one grouse or the other. In addition, the poor management style of university managers makes it difficult for them to see beyond their immediate campuses. Government attitude generally especially to university education occasion by poor funding has made universities to be perpetual “sick babies” hence a physician who cannot cure himself cannot cure another person. Nigerian universities are still lagging behind from their peers in all aspects of university education,
a case in points, the consistent low ranking of Nigerian universities globally over the years. Globalization of access to higher education will help Nigeria universities in ranking since one of the major criteria for rating of world-class universities is ability to attract the best undergraduates across the globe. Nigerian universities will have black and white undergraduates and post graduates for national and social transformation. Though Birnbaum (2001) has a different opinion by saying that, pressures toward privatization, entrepreneurism and corporate-style management threaten to change higher education from a market place of ideas to a place of commerce. Globalization of access to higher education is an issue in spite of all the efforts devoted towards brushing this problem, it has not only persisted, rather has grown to the point where it is diminishing the credibility of education system in Nigeria. It is on this background that this study is focused on investigating the extent of globalization of access to higher education in Nigeria.

The Problem

The issue of globalization of access to higher education in developed and some developing countries is not a new story and it has been seen as a multi-faceted process with economic, social, political and cultural implications for higher education. Many countries of the world that understand the benefit of globalizing access to higher education have used it to invest greatly into their education system by attracting others to pay into their education system. Some Nigerian scholars pay heavily to other countries education like Ghana, Kenya, European countries, United States of America because of lack of access to university education in Nigeria. Some Nigerian universities are of low standard and cannot measure up with their counterparts in the world class of market because of poor facilities, ill-equipped laboratories, insufficient buildings for classrooms, offices, and no standard e-libraries. Universities of this standard cannot attract best brains as students even if the universities are online. Poor funding is another factor that militates against the globalization of access to higher education. It has been seen that the caring capacity for the existing universities cannot meet the demand, let alone when others from outside the country will join the same institution. It is important to fund higher institutions for globalization of access because the movement towards the expansion of economic and social ties between countries through the spread of corporate institution and the capitalist philosophy that leads to the shrinking of the world in economic terms (Mattbentley, 2010).

Admission guidelines into higher institutions in Nigeria by National Universities Commission (NUC), the regulatory body for universities says that access to admission is based on 45% merit, 35% catchment/locality and 20% Educationally Less Developed States (ELDS) contributes to some of the problems of access to higher education in Nigeria. This study therefore determines to find out the extent of JAMB extension of centres outside Nigeria and level of access to higher education from 1991 to 2011.

Research Hypotheses

To guide the study, two research hypotheses were formulated.

1. The extent of JAMB extension of centres outside Nigeria is not high.
2. Access to higher education from 1991 – 2011 is not high

Methodology

Research area was Nigerian higher institutions – universities. There are one hundred and four (104) universities, twenty-seven (27) are federal universities, thirty-six (36) state universities and 41 are private universities. Universities are known as a part of national building expertise in various areas of life so they should be encouraged and equipped for that purpose. The research design used in this study was ex-post facto. The researcher collected the existing data from the regulatory bodies like
National Universities Commission (NUC) and Joint Admission and Matriculation Board (JAMB) on the number of centers outside Nigeria in 2012 and total application and admission from 1991 – 2011. The data collected were compiled and presented in tables 1 and 2. Some of the universities kept very good records that helped in the course of this work while some did not.

Presentation of Data

The table below shows the extent of Joint Admission and Matriculation Board (JAMB) had extended centers outside Nigeria.

Research Hypothesis 1

The extent of JAMB extension of centers outside Nigeria is not significantly high.

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital</th>
<th>Number of centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nigeria</td>
<td>Abuja</td>
<td>3,001</td>
</tr>
<tr>
<td>Ghana</td>
<td>Accra</td>
<td>1</td>
</tr>
<tr>
<td>Cameroun</td>
<td>Buea</td>
<td>1</td>
</tr>
<tr>
<td>Benin Republic</td>
<td>Gotonou</td>
<td>1</td>
</tr>
<tr>
<td>England</td>
<td>London</td>
<td>1</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>Jeddah</td>
<td>1</td>
</tr>
<tr>
<td>South Africa</td>
<td>Johannesburg</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: compiled by author from JAMB report

Table 1 shows that only very few countries of the world have knowledge about the access to higher education in Nigeria through JAMB and there is just one centre in each country which is very insignificant in six countries. With the above data, globalization of access to higher institutions can help to solve this problem of trying to reach international bodies. The implication of the above table is that the number of centers in other countries is very insignificant and some people in such countries may not have knowledge about it or travelling may be difficult because of finance and other factors to the capital of their country for the examination. These are the constraints of access to higher education but if access is globalized more people all over the world will have access to it and our universities will stand out in world class ranking. This interconnectedness among humans on the planet is sometimes also referred to as the “global village where the barriers of national and international boundaries become less relevant and the world figuratively a small place (UNESCO 2010). There is no Nigerian university that has established campuses outside the country to attract fees to the main institution in Nigeria. Federal government alone cannot solve the funding problem in Nigerian higher education, but with globalizing access it will widen public investment into higher education.

Research Hypothesis 2

Access to higher education from 1991 – 2011 is not significantly high
Table 2: Total application and admissions 1991-2011

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Application</th>
<th>Total Admission</th>
<th>% Admitted</th>
<th>% Not Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991/92</td>
<td>398,270</td>
<td>61,479</td>
<td>15.4</td>
<td>84.6</td>
</tr>
<tr>
<td>1992/93</td>
<td>357,950</td>
<td>57,685</td>
<td>16.1</td>
<td>83.9</td>
</tr>
<tr>
<td>1993/94</td>
<td>420,681</td>
<td>64,183</td>
<td>16.0</td>
<td>84.0</td>
</tr>
<tr>
<td>1994/95</td>
<td>487,029</td>
<td>84,743</td>
<td>17.4</td>
<td>82.6</td>
</tr>
<tr>
<td>1995/96</td>
<td>512,797</td>
<td>37,498</td>
<td>7.3</td>
<td>92.7</td>
</tr>
<tr>
<td>1996/97</td>
<td>475,923</td>
<td>79,904</td>
<td>16.8</td>
<td>83.2</td>
</tr>
<tr>
<td>1997/98</td>
<td>419,807</td>
<td>72,791</td>
<td>17.3</td>
<td>82.7</td>
</tr>
<tr>
<td>1998/99</td>
<td>537,226</td>
<td>64,176</td>
<td>11.9</td>
<td>88.1</td>
</tr>
<tr>
<td>1999/00</td>
<td>501,424</td>
<td>70,532</td>
<td>14.1</td>
<td>83.9</td>
</tr>
<tr>
<td>2000/01</td>
<td>550,399</td>
<td>60,718</td>
<td>11.0</td>
<td>89.0</td>
</tr>
<tr>
<td>2001/02</td>
<td>749,417</td>
<td>90,769</td>
<td>12.1</td>
<td>87.9</td>
</tr>
<tr>
<td>2002/03</td>
<td>994,381</td>
<td>51,845</td>
<td>5.2</td>
<td>94.8</td>
</tr>
<tr>
<td>2003/04</td>
<td>1,046,103</td>
<td>104,991</td>
<td>10.0</td>
<td>90.0</td>
</tr>
<tr>
<td>2004/05</td>
<td>841,878</td>
<td>122,092</td>
<td>14.6</td>
<td>85.4</td>
</tr>
<tr>
<td>2005/06</td>
<td>916,371</td>
<td>76,984</td>
<td>8.4</td>
<td>91.6</td>
</tr>
<tr>
<td>2006/07</td>
<td>803,471</td>
<td>88,524</td>
<td>11.0</td>
<td>89.0</td>
</tr>
<tr>
<td>2007/08</td>
<td>911,653</td>
<td>107,320</td>
<td>11.8</td>
<td>88.2</td>
</tr>
<tr>
<td>2008/09</td>
<td>1,054,060</td>
<td>128,595</td>
<td>12.2</td>
<td>87.8</td>
</tr>
<tr>
<td>2009/10</td>
<td>1,369,491</td>
<td>188,442</td>
<td>13.8</td>
<td>86.2</td>
</tr>
<tr>
<td>2010/11</td>
<td>1,493,604</td>
<td>356,981</td>
<td>23.9</td>
<td>76.1</td>
</tr>
</tbody>
</table>

Source: Compiled by author from JAMB 1991-2011

Table 2 shows the magnitude of the challenges of access to higher education in Nigeria. The total number of candidates that apply for admission each and the number admitted, that is demand and supply for twenty years ago. The admitted is less than twenty percent (20%) in the average, what happen to the remaining 80% that are not admitted. This implies that there is a serious problem in access because of restriction of the carrying capacity by the NUC policy. With this problem, there will be no magic than to globalize access to higher education and come out from the restriction. Open universities and distance higher education are marketing and exporting knowledge and information, in return invests in higher education.

Discussion

The result in table 1 by implication means that access to higher education in Nigeria has not been globalized though there is an insignificant attempt to extend examination centres to other countries but the problem of access is still there. Globalization cannot only help in access to higher education but expresses the widening scope, deepening impact and speeding up of interregional flows and networks of interaction within all realms of social activity from cultural to the criminal (McGrew 2000). Federal government of Nigeria (2004) promised that maximum efforts would be made to enable those who can benefit from higher education to be given access to through open universities or part-time. This is not enough for globalizing access to higher education in Nigeria. We have to learn some lessons from some developed nations and lift the standard of our universities from where they are to where the should be in the same level with other international universities in the world.
Poor funding has been a major setback in the development of Nigerian universities and with this age of transformation the federal and state government should use new strategies in funding higher education. Globalization will not be possible without investing money first in facilities and qualities of lecturers because it will attract public investment into higher education. Babalola (2011:5) states that today’s world is characterized by post-industrial, knowledge, digital and technological revolutions, universal declarations, appearance of powerful scientific policy document, emergence of neo-liberal policies in form of globalization and democratization, and changing structures of employment and labor market.

Table 2 shows the total number of candidates that apply for admission into higher institution and the number that are admitted from 1991-2011. It is clearly shown that not more than 24% are admitted and the rest are not admitted not because they are not all qualified but because of the NUC policy for quality assurance. Some many researchers had come up with similar result and there is no solution to this problem though theirs are not to date 2012. This data alone is enough for everybody to see the trend of application and admissions for the past twenty years and know that access to higher education in Nigeria has a serious problem that needs urgent attention because without action it will continue and hinder the transformation and development of the nation. When access is difficult to this level the laudable goals and objectives of universities cannot be achieved.

Youths are denied access to university education which will not help in the national development. They are denied of their right as stated in the national policy on education (2004). It is in agreement with Akpan and Udie (2007) who stated that the problem of access to university education cannot be solved simply by the establishment of more universities. Policies which increase access and opportunities like open universities and Distance Learning System must be encouraged to ameliorate the situation Ukertor (2010). The demand is higher than the supply, the existing facilities cannot carry even one-third of the demand for access to higher education as indicated in this paper. The only solution to this problem is the transformation of the higher institutions from the traditional ways to interconnectedness. The main purpose of the university is teaching and learning, quality research and community service, and to achieve these goals globalization is pertinent so as to interact and integrate with others in the world of market. Something has to be done than to continue to wait for the federal government to release money to solve university problems. Universities should not fold their hands rather they should do something to commercialize knowledge so that the public will invest into university education.

Conclusion

From the investigation, it has been seen that there is an urgent need for the globalization of access to higher education. Globalization does not end in making the world a global village, given access to higher education but will also make the public to invest and pay fees to the existing institutions. When access to higher education is globalized it will provide solution to the problem of poor funding of Nigerian Universities, promote the standard to the level of World class ranking and create international cooperation for economic and social development. The result has shown that more than seventy percent (70%) of the candidates who applied for admission are denied access, not because they are not qualified but because of the NUC policies. This is a serious problem that must be address urgently and the lesson to learn is to globalized higher education to stand out in the international market of world competition.

Recommendations:

Based on the results of this study “on globalization and access to higher education; lessons to Nigeria, the following recommendations are made;

i. The University regulatory bodies (NUC and University authorities) should encourage all the universities to computerize their activities and be connected
internationally. Nigerian universities should be globalized to reduce the barriers to service and increase material wealth.

ii. To solve the problem of access to higher education, the government should provide adequate fund to put the system in order to meet the requirement for the world class ranking that will widen the impact of worldwide interconnectedness.

iii. The regulatory bodies should review the policy in the areas of quota system, federal character catchment areas or locality to solve the problem of demand and supply in Nigerian universities with globalization.
References


Managing the Recurrent Cost of University Education in Nigeria: a Case of Ekiti State University, Ado Ekiti. Abimbola Oluranti Oni

Abstract

The education sector especially higher education in Nigeria faces financial challenges. The recurrent cost of university education constitutes about 95% of the total cost incurred by the government in Nigeria. However, the Nigerian government is unable to meet the UNESCO recommendation that 26% of national budgets should be allocated to education. This raises a need to develop measures to manage the cost of operating the institutions of higher learning in the country. Using the Ekiti State University, Ado-Ekiti, Nigeria as a case study, this study examined ways in which recurrent cost of university education can be minimized in the face of under-funding and still achieve effectiveness. Using cross-sectional descriptive statistics, the study specifically examined the variation in the recurrent cost per student between 2007 and 2011. Findings revealed variation in the cost per student from one faculty to another, and that this variation is mainly a result of differential utilization of the academic staff indicated by the student-teacher ratio. It was recommended that rather than embarking on continual employment of staff, institutions should train the existing staff to training in order to facilitate efficient delivery of services. Remuneration packages should be revised the number of workers should be reduced and their services supplemented by the use of technologically.

Key words: University financing, Recurrent cost, Education system, Enrolment

Education occupies a strategic position in the social and economic development of any nation. For a nation to achieve its set goals, it has to invest in education so that the manpower needed for economic development can be achieved. It is the hub around which all conceivable aspects of the economy revolve. Cost of education [in terms of capital and recurrent expenditures] is the sacrifice incurred by individuals, families, institution, and government in the process of educating an individual. It can also be referred to as the actual amount of money/resources used up in the provision of education to different kinds of students. High cost of education has always constituted a major hindrance to the educational ambitions of many nations and individuals, especially, the poor ones. Due to the length of time required in the

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process of education, a huge amount of resources is required to achieve effectiveness.

Over the years, University education in Nigeria has been financed by the government, individuals, corporate organization and the alumni of each institution. Despite this, universities in Nigeria still complain of being underfunded. Babalola, et al. (1996) wrote that in Nigeria, universities depend on government for over 95% of its funds. According to Ibukun (1997), there is growing shortage of funds and learning resources in the university system. According to Oyeneye (2006) and Adegbite (2007), the major challenge facing the management of university system in Nigeria is inadequate funding meanwhile, Ajayi and Ayodele (2002) argued that there was an increase in the proportion of total expenditure devoted to education, but this has been considered to be rather grossly inadequate considering the phenomenon increase in student enrolment and increasing cost, which has been aggravated by inflation.

Scholars have defined world-class universities as those that possess highly qualified faculty, excellence in research, quality teaching; high level of government and non-government sources of funding; international and highly talented students; academic freedom; well-defined autonomous governance structures and well equipped facilities for teaching, research, administration and student life. It also includes the university’s international reputation and its contribution to the society. However, the nation’s universities at present are not meeting these criteria.

Consequent upon the financial constraints of most of the tertiary institutions, the infrastructure are dilapidated and inadequate, and students face difficult conditions for learning in terms of overcrowded classes and hostels, inadequate library and laboratory facilities, inadequate water supply, irregular electricity supply, and dehumanizing living conditions for both staff and students alike. In many public institutions of learning, students are found standing outside the classrooms receiving lectures, as their population has exceeded the classroom spaces that are available. Factors responsible for the trend in cost of university education in Nigeria include; increased students’ enrolment, limited number of education providers, high cost of research, large number of personnel, inadequate funding etc. In the face of under-funding and increasing cost of operation, government, individuals and the universities in the recent past has been showing concern. Adedeji, (2011) explained that whenever cost is thought of, how to minimize it naturally comes to mind. It will then not be out of place if the researcher decides to critically look into factors affecting recurrent cost of university education( salary cost, non-salary cost, running expenditure) so as to come up with means of managing it since it constitutes about 74% of the entire cost incurred by universities.

Education received adequate attention with government taking over the financing and administration of educational institutions at all levels, thus relieving individuals and voluntary agencies of the burden of providing education, a measure that would eventually back-fire. The individuals that were willing to sacrifice so much for education took the largesse of government coolly as an opportunity to be irresponsible seeing education as a public good that had to be provided and paid for from government budget caring less about how money got into the government coffers. With education regarded a 'free' good by the provider, the demand for it soared to such an extent that by the end of the 1980s government could hardly cope with the demand for education. Of course, while the quantity of education increased dramatically, the quality decreased to an unprecedented level. Various attempts have been taken by governments to increase the level of funding to the university, reduce the cost per student and improve the internal efficiency of the system. With the
increase in government’s responsibilities in the face of a dwindling economy, the focus has always been on cost reduction and managerial efficiency at the university level.

As far as the control of the unit cost is concerned, attention has always been drawn to the management of the recurrent cost, especially, salary cost per student since the university is considered to be a labor intensive institution. The factors that determine current cost can be classified into two. These are external and internal factors. External factors that influence the recurrent cost of education are; Aid from abroad, government policy, inflation, social demand factor and prices of goods and services. Owing to the labor-intensive nature of education, the internal factors are mainly influenced by the relative proportion of staff salaries in the structure of the recurrent expenditure. Furthermore, the staff cost is dictated by the average staff salary, pupil-teacher ratio, percentage of qualified teachers, average class size, experience-mix of the personnel and staffing policy. Non-salary costs are determined by the following factors; expenditure on daily needs, expenditure on maintenance etc.

Considering all the previous attempts at raising funds and cutting costs in Nigerian universities, this study sought to find answers to the following general questions:

1. What is the trend in recurrent cost per student in the last five years?
2. Is there any variation in unit recurrent cost per faculty?
3. Which faculty is least/most expensive?
4. What internal and external factors are responsible for changes in cost per student?

Methodology

A cross-sectional descriptive research design was carried out ex-post facto. The descriptive research design was used to explain existing phenomenon. A cross-sectional design was adopted to collect 2007-2011 actual data on recurrent cost. Owing to the fact that the recurrent educational expenditure increasingly accounts for greater percentage of the total capital and recurrent expenditures in Africa, this study concerns only the recurrent expenditure. The target population of this study encompassed the administrators, teaching and non-teaching staff and students of the Ekiti State University, Ado Ekiti. Respondents were from the bursary department. The study adopted a purposive sampling technique. The sample for the study included the administrative staff, lecturers and students of the Ekiti State University. The nine faculties of the University were examined in order to have an in-depth study. The researcher used secondary data obtained from the institution. The dependent variable was recurrent cost of university education while the independent variables were enrolment, personnel number, personnel experience-mix, teacher utilization measured by student-teacher ratio and type of curriculum weather laboratory-based or classroom-based curriculum. In establishing the content validity of the present research instrument, the specific objectives of the investigation were closely related to the items on the data collected from the institution. This was further supported by face validity. The data was submitted for review to a specialist in Economics of Education. The questionnaires were taken to the Bursary Department of the Ekiti State University to be responded to. Percentages, averages, ratio and Ordinary Least Square regression were used to analyze the data.
Results

What is the trend in recurrent cost per students at the University level in the last 5 years? The answer to the question is presented in tables 1 and 2 below.

Table 1: The recurrent cost per students in the University for the years 2007 – 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Recurrent Costs</th>
<th>Goods &amp; Services(naira)</th>
<th>Total(naira)</th>
<th>Enrolment</th>
<th>Unit Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Salaries &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>allowance(naira)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>2007</td>
<td>1371410451</td>
<td>88865200</td>
<td>1460275651</td>
<td>4173</td>
<td>349934.26</td>
</tr>
<tr>
<td>2008</td>
<td>2008</td>
<td>1619367796</td>
<td>118180732</td>
<td>1737548528</td>
<td>3989</td>
<td>435584.99</td>
</tr>
<tr>
<td>2009</td>
<td>2009</td>
<td>1656098551</td>
<td>140787170</td>
<td>1796885721</td>
<td>3823</td>
<td>470019.81</td>
</tr>
<tr>
<td>2010</td>
<td>2010</td>
<td>2713591434</td>
<td>105196921</td>
<td>2818788355</td>
<td>3863</td>
<td>729688.93</td>
</tr>
<tr>
<td>2011</td>
<td>2011</td>
<td>2684341829</td>
<td>113267042</td>
<td>2797608871</td>
<td>3777</td>
<td>740696.02</td>
</tr>
</tbody>
</table>

Source: Bursary Dept, Ekiti State University, Ado Ekiti

Table 1 shows that recurrent cost per student in the Ekiti State University more than doubled from N349934.26 in 2007 to N 740696.02 in 2011. The highest recurrent cost of N 740696.02 per student was recorded in the year 2011. On the other hand, the lowest recurrent cost per student was recorded in 2007.

| Year | Variation in Cost%
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Allowance(naira)</td>
<td>95.74</td>
</tr>
<tr>
<td>Goods &amp; Services(naira)</td>
<td>27.46</td>
</tr>
<tr>
<td>Unit Cost</td>
<td>111.67</td>
</tr>
</tbody>
</table>

Table 2 shows that the unit cost increased astronomically by about 112 percent between 2007 and 2011. It further reveals that about 95% of the 112% change in the unit cost was as a result of change in salaries and allowances alone. The remaining 27% was contributed by the change in goods and services cost. This implies that the variation in the unit recurrent cost of university education in the University was mainly a reflection of the variation in salary cost. It has been discovered in this study that the trend of recurrent expenditure gradually increased despite inadequate financial resources being allocated to the University. This agrees with Johnstone (1999) who explained that higher institutions in Nigeria are increasingly troubled by costs that are high and rapidly rising and seems to be out running available revenues.

As earlier said, it can be seen that a greater part of the University expenditure is expended on payment of salaries of workers (teaching and non-teaching staff) this trend is not a surprising one since university is a labor-intensive business considering the population of personnel. The total expenditure between 2007 and 2011 amounted to 10611107125 naira. The total expenditure on salary cost for five years is
10044810061 naira which represents 94.7% of the total expenditure while 566297064 naira was spent on non-salary cost. This represents 5.3% of the total expenditure. A closer look at the salary cost reveals that a larger percentage cost was expended on lecturers’ salary. The researcher also observed that there was a gradual increase in the student enrolment over the years under study. This agrees with Okojie (2010) who stated that increasing enrolment in Nigerian universities is another factor that compounds the problem of increasing cost. Also it agrees with Ajayi and Adeniji (2009) that there is a phenomenal growth in enrolment leading to hysterical expansion, which, although, more prominent at the lower levels of the educational system has put more burden and pressure on the university education system.

Research Question 2

Is there any variation in unit cost per faculty? If there is, which of the faculties is most/least expensive? The answers to these questions is presented in Tables 3.0, 3.1 and 3.2 below

Table 3.0: Breakdown of recurrent cost per faculty for 5 years:

<table>
<thead>
<tr>
<th>Year</th>
<th>College of Medicine (naira)</th>
<th>Arts (naira)</th>
<th>Agric (naira)</th>
<th>Education (naira)</th>
<th>Mgt. Sciences (naira)</th>
<th>Social Sciences (naira)</th>
<th>Sciences (naira)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>NA</td>
<td>199,508,117</td>
<td>148,926,953</td>
<td>248,370,358</td>
<td>80,110,972</td>
<td>189,184,061</td>
<td>357,329,037</td>
</tr>
<tr>
<td>2008</td>
<td>NA</td>
<td>245,146,477</td>
<td>163,607,675</td>
<td>322,125,875</td>
<td>101,082,914</td>
<td>211,977,644</td>
<td>439,072,872</td>
</tr>
<tr>
<td>2009</td>
<td>992208</td>
<td>236,389,364</td>
<td>162,543,478</td>
<td>311,043,103</td>
<td>107,148,978</td>
<td>211,023,934</td>
<td>460,987,015</td>
</tr>
<tr>
<td>2010</td>
<td>1416060</td>
<td>363,695,039</td>
<td>275,085,083</td>
<td>473,414,042</td>
<td>168,871,961</td>
<td>347,001,868</td>
<td>721,303,286</td>
</tr>
<tr>
<td>Total</td>
<td>2,408,268</td>
<td>132,649,189</td>
<td>1,035,995,884</td>
<td>1,843,768,711</td>
<td>593,917,418</td>
<td>1,228,450,190</td>
<td>2,489,726,277</td>
</tr>
</tbody>
</table>

Source: Bursary Department, Ekiti State University, Ado - Ekiti

Table 3.1: Unit cost per faculty for 5 years:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Total no. of student for five years</th>
<th>Total recurrent cost (naira)</th>
<th>Unit cost (naira)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>126</td>
<td>2408268</td>
<td>19113.2</td>
</tr>
<tr>
<td>Arts</td>
<td>2612</td>
<td>1326429189</td>
<td>507821.28</td>
</tr>
<tr>
<td>Agriculture</td>
<td>748</td>
<td>1035995884</td>
<td>1385021.23</td>
</tr>
<tr>
<td>Education</td>
<td>5375</td>
<td>1843768711</td>
<td>343026.73</td>
</tr>
<tr>
<td>Law</td>
<td>254</td>
<td>489781923</td>
<td>1928275.28</td>
</tr>
<tr>
<td>Mgt. Sciences</td>
<td>2496</td>
<td>593917418</td>
<td>237947.68</td>
</tr>
<tr>
<td>Sciences</td>
<td>4775</td>
<td>2489726277</td>
<td>521408.64</td>
</tr>
<tr>
<td>Engineering</td>
<td>1163</td>
<td>1183603186</td>
<td>1017715.55</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2279</td>
<td>1228456190</td>
<td>539032.99</td>
</tr>
</tbody>
</table>

Source: Bursary Department, Ekiti State University, Ado- Ekiti

Table 3.2: Unit cost per faculty for 5 years:
The findings above show that faculty of Agriculture (N1,385,021.23) incurred the highest recurrent cost of operation in the years under study. This is followed by the faculty of Engineering (N1,017,715.55). The College of Medicine incurred the lowest unit cost (N19,113.20). This is unusual for a science-based faculty to be the least expensive. This might have been as a result of the fact that most of the costs incurred at the college of Medicine were merged with the cost incurred by the faculty of Sciences during the years under study. Given that the unit cost calculated for the college of Medicine might be spurious, the least expensive faculty is therefore Management Sciences which spent N237,947.68 per student. Consequently, while a science based faculty incurred the highest cost per student, a classroom-based faculty of Management Sciences was the least expensive. This agrees with a study by Okebukola (2002) in which it was discovered that Science related courses incurred more recurrent cost of operation. He further explains that the average unit costs per students per discipline ranges from a minimum for management courses to maximum for science related courses.

Research Question 3

What internal and external factors determine the variation in cost per student from faculty to faculty?

Table 4: Factors influencing unit cost

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Unit cost</th>
<th>Factors Influencing Unit Cost</th>
<th>Ext</th>
<th>Int</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enrol</td>
<td>STR</td>
</tr>
<tr>
<td>Arts</td>
<td>507821.28</td>
<td></td>
<td>2612</td>
<td>5.30</td>
</tr>
<tr>
<td>Agric</td>
<td>1385021.23</td>
<td></td>
<td>748</td>
<td>2.71</td>
</tr>
<tr>
<td>Education</td>
<td>343026.73</td>
<td></td>
<td>5375</td>
<td>7.02</td>
</tr>
<tr>
<td>Law</td>
<td>1928275.28</td>
<td></td>
<td>254</td>
<td>2.50</td>
</tr>
<tr>
<td>Mgt. Sc</td>
<td>237947.68</td>
<td></td>
<td>2496</td>
<td>12.02</td>
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<td>Sciences</td>
<td>521408.64</td>
<td></td>
<td>4775</td>
<td>5.53</td>
</tr>
<tr>
<td>Engineering</td>
<td>1017715.55</td>
<td></td>
<td>1163</td>
<td>3.10</td>
</tr>
<tr>
<td>Social Sc</td>
<td>539032.99</td>
<td></td>
<td>2279</td>
<td>7.35</td>
</tr>
</tbody>
</table>

Source: Bursary Department, Ekiti State University, Ado – Ekiti
The findings in table 4 above show the internal and external factors responsible for changes in recurrent cost per-student. Internal and external factors that affect recurrent cost (students’ enrolment rate, personnel number, Experience-mix of personnel and student-lecturer ratio) were discovered. This agrees with Babalola (1985) who pointed out that in an institution, it is common to notice variation in unit cost from time to time or place to place, this variation is caused by both internal and external forces, which act on the institution.

Table 5

Ordinary least square (OLS) regression analysis showing determinants of variation across faculties

<table>
<thead>
<tr>
<th>Total Faculty</th>
<th>Sum of unit cost</th>
<th>Mean of unit cost X</th>
<th>R²- Cal value</th>
<th>R²- Tab value</th>
</tr>
</thead>
<tbody>
<tr>
<td>External factors influencing Unit cost</td>
<td>9</td>
<td>6499362.58</td>
<td>722151.4</td>
<td>309.03</td>
</tr>
<tr>
<td>Internal Factors influencing Unit cost</td>
<td>9</td>
<td></td>
<td>90.36</td>
<td>2.73</td>
</tr>
</tbody>
</table>

From the table 5 above, the R²-calculated value of 309.03 for the external factors influencing unit cost is greater than the table value 2.73 at 0.05 level of significance (R²_cal = 309.03 > R²_tab = 2.73, df = 8, p <0.05). Compare to the R²-calculated value of 90.36 for the Internal factors influencing unit cost which is also greater than the table value 2.73 at 0.05 level of significance (R²_cal = 90.36 > R²_tab = 2.73, df = 8, p <0.05). This shows that both the External factors and the Internal factors influence the variation in the cost across faculties.

Conclusion

This study dealt with managing recurrent cost of university education in Nigeria with particular reference to the Ekiti State University. Factors responsible for increasing unit cost were examined. These factors are: staff recurrent expenditure, student-teacher ratio, unit cost per student, and non-salary cost. It was discovered that a larger percentage of the cost incurred by the institution was expended on salaries. Therefore the recurrent cost incurred by Ekiti State University can be reduced by minimizing the number of teaching and non-teaching staff without necessarily reducing the standard of education. From this research and findings, it was suggested that rather than continually employing staff, the institution should endeavor to train the existing staff in order to facilitate efficient delivery of services. The welfare packages including promotion should be reduced so as to reduce the number of senior workers and cost of salaries on the total expenditure. The number of workers should be reduced to its optimal level and their services supplemented with the use of technology. The institution should try and increase fees charged so that the cost borne by the institution and government reduces. Also the introduction of charges on utility bills will go a long way at reducing cost borne by the institution. Another way in which recurrent costs can be reduced is to agree with the current reform agenda of the
federal government of Nigeria through shedding non-essential activities. The institution extensively engages in activities that are unrelated to the one function of tertiary institutions. Above all, government should try and adhere to the UNESCO recommendation on education financing in order to achieve efficiency at the university level of education. This is because if the institution starts to manage its recurrent cost, it may get to a level at which it may not be able to discharge its main functions effectively.
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