

Funding Higher Education in Nigeria

Famade Oladiran Afolayan

Nigerian Educational Research and Development Council NERDC (Sheda Abuja).

Abstract: Education is necessity for both human and societal development, the more sophisticated it is the more quality products it provides. One of the major problems facing higher education in Nigeria is under-funding. Recently, the government investment in higher education was little bit increased as result of the total shutdown of higher education institutions by the joint higher education academic union (ASUU,ASUP AND COASU) strike action. In response to the report of the needs assessment of Nigerian Universities conducted in 2012, the federal government earmarked N1.3trillion for special intervention in the Nigerian public universities over the next Six(6)years, of which N200billion out of the amount has been released. This paper attempts to examine the trend in funding of higher education in Nigeria and the attendant effect between 2009 and 2013. The paper observed some gaps in the funding and in the expenditure of available funds. The paper was concluded by making appropriate recommendations to addressing the identified challenges.

Keywords: Financing, higher education, underfunding, inadequacy

I. Introduction

The overall goal of Nigerian tertiary education is the production of community of Nigerians that are highly skilled and who will be well prepared for the world of Work, Sustainable national development and global competitiveness in terms of expertise. However, deep concern has been expressed over the years about the adequacy of the institution of higher learning in the preparation of graduates for the world of work and for global competitiveness. In Nigeria, the demand for popular education is so high because education is not only an investment in human capital, but also a pre-requisite as well as a correlate for economic development (Adeyemo 2000), The belief that education is an engine of growth rests on the quantity and quality of education in any country. The National policy on Education (2004) explicitly states that education is a government affair in which free education is to be provided by the government at all levels when and practicable. The public sector is the major provider and financier of education in Nigeria since it took over most of the schools in the country from primary to tertiary level in the mid-70s. Thus, education has remained one of the most challenging of the seven - point Agenda enunciated by the Late Umaru Yar'Adua administration on assumption of office in 2007. The administration met an education sector that was in comatose. In spite of the reforms, at best half-hearted, which were carried out by the immediate past government, there was really nothing on ground to inspire confidence in that very vital segment of our national economy (Nwosu, 2009). The universities and other tertiary institutions were in a state of advanced decay with most of the teaching staff leaving the country in droves in search of greener pastures abroad. Apart from the impact of inadequate funding on the quality of the teaching and learning process in our institute of higher education, students support is now inadequate. The number of students from poor and disadvantaged background attending our higher institutions has become insignificant. The funding of higher education has been regressive over the years. It was therefore not surprising that the late Yar' Adua's administration had to be confronted by labour unions in the education sector with long lists of demands on what should be done to uplift the sector. The unions, one after the other had to embark on debilitating strike actions to press home their points. The ensuing face-off-between the Federal Government and Academic Staff Union of Universities (ASUU) resulted into the shutting of the universities for close to four months. Furthermore, Imhabekhai & Tonwe, (2001) also highlighted that currently, universities education at present is underfunded, inadequate funding put the university management under stress and strains hence they are incapacitated in providing essential services. This has led to rampant crises in the system resulting in strikes by academic and non-academic staff, dearth of equipment and facilities, indiscipline among staff and students, upsurge in the activities of secret cults among others. Higher education relates to all forms of post-secondary education such as the Universities, Polytechnics, Colleges of Education, Monotechnics and Professional schools (Abdu 2003). In the quest for development, developing countries have acknowledged that investment in (and) adequate funding of higher education are viable, conditions that facilitate change since the value of education hinges on teaching, learning, research and the production of qualified personnel which are needed for national development (UNESCO, 2002).

Oghenekohwo (2004) classified the funding of higher education into two regimes which are; Pre-deregulation regime and Deregulation regime. In the pre-deregulation regime, higher education funding in Nigeria was done by government or public funding alone. High priority was accorded to funding higher

education, thereby creating a wrong impression amongst Nigerians that funding of higher education is the exclusive preserve of "governments. On the other hand in the deregulation regime, this is mostly a post Structural Adjustment Programme (SAP) inevitability, things began to change. The benefits of the acquisition of any higher education programme now went largely to the individual as a "private good" for which beneficiaries and their families should pay (Schultz, 1961; Psacharopoulos 1984; Babalola 1995; Adedeji 2003; Okebukola 2003). In the submission of Okebukola (2003), he noted that "an additional concomitant of the 'private good' is that, grants have been changed to loans, placing major burdens on many university graduates". Educational outcomes are products of the complex interactions of the different stakeholders who participate directly in the schooling process (parents, teachers, students, administrators, ministries etc) and other agents not directly connected to the educational system. The financing of education should be the function of all the major stakeholders. This is because government alone cannot fund higher education.

According to Udoh (2008), Nigeria as a developing nation is currently witnessing increased enrolment of university students. This increase in enrolment demands corresponding increase in funding which is not the case in Nigeria. Fund allocation does not increase to meet the demand of funds occasioned by the enrolment increase. The unfortunate expectation of both parents and students according to Abdu (2003), are apprehensive of any new initiative in the management of tertiary institution to mean introduction of tuition fees. There still exist difficulties on the higher institutions especially on the universities to meet her only 10% internal fund generation quote despite the normal government subventions (allocation) to universities. These can only be facilitated through adequate financing.

The Nigeria Tertiary Education System

The tertiary education system in Nigeria is composed of Universities, Polytechnics, Institutions of technology, Colleges of Education, that form part of or affiliated to, universities and polytechnic colleges and professional, specialized institution. They can further categorized as state or federal universities and as first, second or third generation universities (Hartnett 2001) Three levels of university education exist in Nigeria University. First level stage offers a Bachelors's degree after a minimum of three years and a minimum of six years (e.g. in medicine). The university second level stage offers a Master's degree following one year of post-Bachelor's study. The university third level offers a Doctorate degree two to three years after the Master's. To gain admission into the first level of university education, one has to pass the competitive University Matriculation Examination (UME) (IAU, 2000). Higher education in Nigeria can be further divided into the public or private, and the university sectors. Public universities owned by the federal and state Government dominate the education system. In recognition of the need to encourage private participation in the provision of tertiary education, the Federal Government issued a decree in 1993 allowing private investors to establish universities following guidelines established by the Government. The non-university sector is composed of Polytechnics, institutions of technology, colleges of education and professional institutions operating under parent ministries (Akintoye, 2008). The universities, polytechnics and colleges have a governing board or council appointed by the government and have some internal representatives of the institution as elected member or members. These councils generally govern the affairs of the institution on behalf of the government. The management of each institution is headed by a chief executive officer, that is, the vice-chancellor in the case of universities, the rector in the case of the polytechnics and the provost in the case of college of education. The federal government has established supervisory and coordinating agencies

for each group of institutions: the National Universities Commission for the universities, the National Board of Technical Education for the Polytechnics and National Commission for College of Education for the colleges. Funding is channeled through these agencies, as are government policy directives.

Trends Of Higher Education In Nigeria: The Past And The Present

The underlying rationale for public funding of education is to equip people with the requisite knowledge, skills and capacity to enhance the quality of life, argument productivity and capacity to gain knowledge of new techniques for production, so as to be able to participate evocatively in the development process. Public sector funding of education in Nigeria is anchored on the notion

That for society to continue in perpetuity, the new generation must be given the appropriate access to knowledge that previous generation have accumulated. Initially, Ibadan being the only University in the country was adequately funded in all aspects of teaching and research. Infact, the first generation universities were all well - funded and some of them established and maintained internationally acclaimed and respected standards. It was reported that there were years in which the amount received was slightly more than the amount requested for, but this is no longer true today. (Okebukola, 2002). Hinchiliffe (2002), highlighted that federal budgetary allocation to education in nominal terms rose from =N6.2 million in 1970 to =N1,051.2 million in 1976. Thereafter, it declined to =N667.1 million in 1979, rose again to N1,238.5 million in 1980, declined in succeeding years before rising to N3,399.3 million in 1989. It dropped further to =N1,553.3million in 1991 before rising

gradually to =N9,434.7 million in 1994. Thereafter, the declining trend continued. Specifically, in 1996, the federal government funded its polytechnics at the rate of \$251 per student, its colleges of education at the rate \$394 per student and its universities at the rate of \$300 per student. However, in the year 2000, funding for tertiary institutions, did improve significantly. For the federal universities, unit costs rose from \$370 to \$932, rise of 252%. Current funding levels are low and lead to poor remuneration for academic staff. According to Ekundaya (2007), between 1990 and 1999, for instance, as a result of enrolment growth and currency devaluation, recurrent allocation per university student in the federal system fell from \$610 to \$360, and this has obvious implications for educational quality. Thus, in current value terms, the governments' recurrent grants to federal universities would appear to have increased dramatically from 530 million naira in 1988 to 9.6 billions naira in 1999. In real terms, however, total recurrent grants per student in 1999 were at only one- third of their 1990 level. Thus, increased budgetary allocation has been muted by the effect of rising enrolment. Today, Nigeria is experiencing a crucial manpower development handicap occasioned by the fact that the number of prospective students seeking for admission into tertiary institutions is projected at over 1.2 million (JAMB 2012). However, only about 20% of this number actually secures admission to such institutions private or public. The reason is that the demand out – weighs the supply especially in the universities. The unfortunate expectation of both parents and students according to Abdu (2003), are apprehensive of any new initiative in the management of tertiary institution to mean introduction of tuition fees. It is a fact that the source of many problems facing higher Educational system in Nigeria today can be traced to insufficient funding of the system. Funding short falls have therefore, become the norm for many years as enrolments have increased more quickly than the governments capacity to maintain its proportional financial support. There still exist difficulties on the universities to meet her only 10% internal fund generation quote despite the normal government subventions (allocation) to universities. These can only be facilitated through adequate financing (Akinsanya, 2007). The trend in fund allocation to federal universities and higher institutions of learning are shown in table 1, 2, 3 and 4 below as provided by FME from 2009-2013.

Federal Government Investment to Tertiary Education through TETFund

Fig 1: Investment in Tertiary education from 2009-2013

| Universities | | | | | |
|----------------------------|----------------------------|---|---------------------|----------------------------|--------------------|
| Interventions/ Fund | Project Development | Academic Staff training and Dev. | Library Dev. | High Impact Project | Total |
| Allocation | 163,071,078,237.00 | 27,222,000,000.00 | 6,491,756,176.57 | 71,700,000,000.00 | 268,484,834,413.57 |
| Accessed | 149,398,238,237.00 | 19,251,288,386.11 | 1,980,601,216.87 | 62,700,000,000.00 | 233,330,127,339.98 |
| Committed but not accessed | 13,672,840,000.00 | 7,970,711,613.89 | 4,511,154,959.70 | 9,000,000,000.00 | 35,154,706,573.59 |

| Polytechnics | | | | | | |
|----------------------------|----------------------------|--|---------------------|----------------------------|---|--------------------|
| Interventions/Fund | Project Development | Academic Staff training and Dev | Library Dev. | High Impact Project | Skill-G(Procurement/Works hop & Lab renovation | Total |
| Allocation | 88,052,097,500.27 | 11,558,000,000 | 2,720,000,000 | 11,600,000,000 | 15,377,624,304.80 | 129,337,721,805.07 |
| Accessed | 84,032,697,500.27 | 7,965,690,312.88 | 1,096,200,200 | 8,522,280,032.73 | 15,377,624,304.80 | 116,994,492,150.68 |
| Committed but not accessed | 4,019,400,000.00 | 3,622,309,687.12 | 1,623,800,000 | 3,077,719,967.27 | ----- | 12,343,229,654.39 |

| Colleges of Education | | | | | | |
|------------------------------|----------------------------|---|---------------------|----------------------------|---------------------------------|--------------------|
| Intervention s/Fund | Project Development | Academic Staff training and Dev. | Library Dev. | High Impact Project | Micro-Laboratory Project | Total |
| Allocation | 88,844,889,770.73 | 10,496,000,000.00 | 2,530,000,000 | 11,300,000,000 | 11,213,281,304.74 | 124,384,171,075.47 |
| Accessed | 83,477,559,770.73 | 6,722,587,792.89 | 1,459,097,000 | 7,623,594,434.96 | 6,952,234,408.94 | 106,253,073,407.52 |
| Committed but not accessed | 5,367,330,000.00 | 3,773,412,207.11 | 1,070,903,000 | 3,676,405,565.04 | 4,261,046,895.80 | 18,149,097,667.95 |

Source: Fed Min Edu. (2014)

Summary

| | |
|----------------------------|--------------------|
| Allocation | 522,206,727,294.11 |
| Accessed | 456,559,693,398.18 |
| Committed but not Accessed | 65,647,033,895.93 |

Federal Government invested a total of sum of N522,206,727,294.11 within the period 2009-2013, in the area of project development, academic staff training and development, library development and other High impact projects in tertiary education through TETFund as shown in fig 1 above out of this amount, N456,559,693,398.18 was accessed, but worrisome when the sum of N65,647,033,895.93 (65Billion naira) was not accessed even though committed. This same problem happened in 2002-2007 when Britain - Nigeria

Educational Trust Fund (2009), reported N22.6 Billion as not been utilized, according to the report, the education sector, which suffers from inadequate funding at all levels, has not utilized the sum of N22.6 billion allocated by the Education Trust Fund covering the period 2002 - 2007. It was to be made available to universities, polytechnics, State Ministries of Education and the Universal Basic Education Boards. Lists of the beneficiaries, which are being made public by the ETF, included 25 Federal and State universities, 24 Federal and State Polytechnics, 14 Federal and State colleges of education, 11 monotechnics, 17 State ministries of education and 21 State universal basic education boards. Top on the list of the universities which have total of N6,343,000,000 yet to be accessed, is the Federal University of Petroleum Resources, Effurun, Delta State, that has N552 million; followed by Universities of Port Harcourt and Abuja with N302.3 million and N278.7 million unclaimed respectively. This is considered very embarrassing and unacceptable especially in a situation where most of these institutions are in dire straits; yet they have free funds lying in the coffers of the Central Bank of Nigeria (Nwosu, 2009).

In addition to the fund released through TETFund, a total sum of N94,129,527,348 was released to federal universities through NUC for capital, Direct teaching and Laboratory for cost (DTLC) and for teaching and research equipments (T&RE) AS Shown in Fig.... Below

Fig 2 : Capital Allocation to Universities Through NUC Between 2009-2013

| Capital Allocation to Universities Through NUC Between 2009-2013 | | | | |
|--|--------------------------|-------------------------|-------------------------|-----------------------|
| Year | CAPITAL (N) | DTLC (N) | T&RE (N) | TOTAL(N) |
| 2009 | 9,995,998,748.00 | 1,682,342,021.00 | 1,114,832,232.00 | 12,793,173,001 |
| 2010 | 20,429,524,442.00 | 1,755,380,165.90 | 1,448,568,035.78 | 23,633,472,624 |
| 2011 | 15,670,146,988.00 | 1,813,954,489.00 | 784,317,293.00 | 18,268,418,770 |
| 2012 | 17,450,657,390.65 | 1,656,405,306.00 | 1,026,920,375.96 | 20,133,983,073 |
| 2013 | 15,960,779,622.78 | 2,147,779,881.00 | 1,191,920,377.00 | 19,300,479,881 |
| TOTAL | 79,507,107,171.43 | 9,055,861,862.90 | 5,566,558,313.74 | 94,129,527,348 |

Source: Fed Min Edu. (2014)

In 2013 after a long complete total shutdown of the higher education system by the academic staff union of higher institutions (ASUU, ASUP, COASU), in response to the finding of needs assessment of Nigerian Universities which was conducted in 2012, the federal government earmarked N1.3trillion for special intervention in the Nigerian public universities over the next Six(6)years, of recent N200billion out of the amount has been released and is been disbursed to individual universities based on their peculiar needs.

Fig 3: Funding to Federal Universities and Inter University Centers from 2009-2013

| S/ N | Institutions | 2009 | 2010 | 2011 | 2012 | 2013 | Total |
|------|--------------------------|----------------|-------------|-------------|-------------|------------|----------------|
| 1 | National Uni. Comm | 1,497,283,589 | 652,011,755 | - | 173,135,539 | - | 2,322,431,283 |
| 2 | Uni.of Ibadan | 13,199,019,825 | 176,587,517 | 73,429,185 | 374,075,520 | 45,534,113 | 13,868,646,160 |
| 3 | Uni. Of Lagos | 11,097,891,256 | 108,553,357 | 52,158,806 | 674,075,520 | 45,534,113 | 11,978,213,052 |
| 4 | Uni. Of Nig. Nsuka | 12,016,100,647 | 131,670,111 | 82,988,529 | 724,075,520 | 45,534,113 | 13,000,368,920 |
| 5 | AhmaduBello Uni.Zaria | 11,265,635,663 | 127,198,604 | 84,915,241 | 365,075,520 | 45,534,113 | 11,888,359,141 |
| 6 | O.A.U Ile-Ife | 10,030,527,294 | 114,499,824 | 52,158,806 | 374,075,520 | 45,534,113 | 10,616,795,557 |
| 7 | Uni. Of Benin | 13,411,954,279 | 105,767,707 | 52,158,806 | 374,075,520 | 45,534,113 | 13,989,490,425 |
| 8 | Uni. Of Jos | 6,458,820,377 | 89,255,177 | 72,614,963 | 376,334,436 | 34,008,029 | 7,031,032,982 |
| 9 | Uni. Of Calabar | 10,534,061,159 | 132,467,115 | 61,431,661 | 576,334,436 | 34,008,029 | 11,338,302,400 |
| 10 | Uni. Of Ilorin | 6,074,129,673 | 40,202,642 | 1,877,532 | 376,334,436 | 34,008,029 | 4,446,608,917 |
| 11 | Uni. Of Abuja | 3,897,587,601 | 53,795,580 | 57,358,351 | 403,333,964 | 34,008,029 | 6,526,552,312 |
| 12 | Uni.Of Agric. Abeokuta | 5,514,140,243 | 72,658,062 | 58,787,868 | 290,830,762 | 33,672,236 | 5,491,941,799 |
| 13 | Uni. Agric, Makurdi | 5,091,910,344 | 47,676,668 | 27,851,789 | 278,485,219 | 46,017,781 | 5,491,941,799 |
| 14 | MichOpara Uni ofAgric | 3,999,324,508 | 43,499,518 | 27,851,789 | 310,830,762 | 33,672,236 | 4,415,178,813 |
| 15 | Uni. Of Port-Harcourt | 9,655,200,630 | 42,329,891 | 41,381,368 | 368,372,719 | 35,519,096 | 10,303,430,205 |
| 16 | AbuTafawa Balewa Uni | 3,839,752,146 | 42,329,891 | 41,381,368 | 363,372,719 | 35,519,096 | 4,322,355,220 |
| 17 | Uni. of Tech, Owerri | 6,594,922,801 | 67,540,054 | 107,699,363 | 463,372,719 | 35,519,096 | 7,269,054,032 |
| 18 | Fed. Uni of Tech Akure | 4,075,499,251 | 69,662,131 | 85,409,014 | 363,372,719 | 35,519,096 | 4,629,462,211 |
| 19 | Fed. Uni of Tech Minna | 4,247,860,987 | 64,056,108 | 57,630,923 | 363,372,719 | 35,519,096 | 4,768,439,833 |
| 20 | ModiboAdamu Uni Yola | 3,623,219,310 | 16,727,390 | 63,586,660 | 563,372,719 | 35,519,096 | 4,302,425,175 |
| 21 | Uni. Of Uyo | 8,566,996,721 | 91,040,018 | 40,753,418 | 385,334,436 | 34,008,029 | 9,118,132,622 |
| 22 | Uni. Of Maiduguri | 9,930,573,450 | 150,464,034 | 56,598,217 | 385,334,436 | 34,008,029 | 10,556,978,166 |
| 23 | NamdiAzikwe Uni.Awka | 7,064,931,436 | 43,222,144 | 49,795,623 | 385,334,436 | 34,008,029 | 7,577,291,668 |
| 24 | Bayero Uni. Kano | 7,564,437,855 | 69,957,306 | 86,891,953 | 956,334,436 | 34,008,029 | 8,711,629,590 |
| 25 | Usman DanFodio Uni | 6,721,401,999 | 64,232,294 | 53,960,826 | 876,334,436 | 34,008,029 | 7,749,937,584 |
| 26 | National Maths Centre | 488,856,455 | 54,642,721 | 63,394,016 | 288,500,924 | 21,957,269 | 917,351,385 |
| 27 | Nig.French Lang.Village. | 490,819,985 | 46,716,700 | 30,235,028 | 178,500,924 | 21,957,269 | 768,229,906 |
| 28 | Nig. Araic Lang.Village | 293,556,584 | 37,182,474 | 21,253,586 | 178,500,924 | 21,957,269 | 552,450,837 |
| 29 | Div of Agric Coll ABU | 1,081,730,107 | 47,365,116 | 40,461,824 | 178,500,924 | 21,957,269 | 1,370,015,240 |
| 30 | Fed. Uni. of Petrol Res. | 1,068,772,919 | 73,464,948 | 54,191,026 | 385,923,042 | 47,194,134 | 1,629,546,069 |
| 31 | Nig. Open University | 3,220,666,219 | 472,392,901 | 135,781,933 | 285,000,000 | 65,000,000 | 4,178,841,053 |

| | | | | | | | |
|----|-----------------------|------------------------|----------------------|----------------------|-----------------------|----------------------|------------------------|
| 32 | Fed. Uni. Oye-Ekiti | 2,260,100,028 | 49,537,919 | 43,588,886 | 303,633,333 | 29,444,444 | 2,686,304,610 |
| 33 | Fed. Uni. Otueke | 915,120,655 | 49,537,919 | 43,588,886 | 303,633,333 | 29,444,444 | 1,341,325,237 |
| 34 | Fed. Uni. Dutse | 1,177,749,115 | 49,537,919 | 43,588,886 | 464,744,444 | 18,333,333 | 1,735,953,679 |
| 35 | Fed. Uni. Ndufe Alike | 1,051,943,630 | 49,537,919 | 43,588,886 | 314,744,444 | 18,333,333 | 1,478,148,212 |
| 36 | Fed. Uni. Lafia | 975,936,241 | 49,537,919 | 43,588,886 | 296,744,444 | 18,333,333 | 1,384,140,823 |
| 37 | Fed. Uni Dutsen Ma | 1,673,410,475 | 49,537,919 | 43,588,886 | 314,744,444 | 18,333,333 | 2,099,615,057 |
| 38 | Fed. Uni. Kashere | 1,964,665,329 | 49,537,919 | 43,588,886 | 314,744,444 | 18,333,333 | 2,390,869,911 |
| 39 | Fed. Uni. Lokoja | 1,966,549,238 | 49,537,919 | 43,588,886 | 314,744,444 | 18,333,333 | 2,392,753,820 |
| 40 | Fed. Uni. Wukari | 2,148,797,877 | 49,537,919 | 43,588,886 | 559,744,444 | 53,333,333 | 2,855,002,459 |
| | Total | 206,391,858,312 | 3,820,696,444 | 2,147,779,881 | 15,944,347,395 | 1,326,488,144 | 229,631,170,176 |

Source: Fed Min Edu. (2014)

One will see in the analysis above that the funding pattern in fig 3 reduces year in year out from 2010, even when the number of intended higher institution applicant is increasing geometrically and when majority of the these institution of learning are in dire need of funding. Therefore this huge discrepancy brought about the effect of inadequate funding in higher education

Effects Of Inadequate Funding On Tertiary Institutions

In the last three decades, higher education in Nigeria has witnessed a significant growth in terms of expansion of access through increase in enrolment and establishment of additional institutions. However, it is saddening to note that many of the indices that can guarantee qualitative higher education are not taken into consideration in the country's quest to meet quantitative target.

It has been observed that political factors are the main motives behind many of the expansion polices especially in the university system (Ekundayo, 2008) Infact, capital projects to meet the expanding programmes could not take off, in case where they took off, they had to be abandoned due to lack of funds. The result according to Ekundayo (2008) was a summon table pressure on the available limited resources thereby resulting in downward pressure on staff salaries together with deteriorating working conditions. The effect includes high degree of "brain-drain" among the academic staff, incessant strikes action, students' riots and lecture boy-cots etc. All these will have a by - effects in the quality of higher education in Nigeria. Akintoye (2008), in his own view posited that the by-effects of dwindling fiancés in higher institutions (Nigeria University) is explicated in many mechanism such as:

- Curtailment of laboratory/practical classes
- Limited number of field trips
- Curtailment in the attendance of academic conferences,
- Curtailment of the purchase of library books, chemicals and basic laboratory equipment
- Freezing of new appointments
- Virtual embargo on study fellowships, and
- Reduction in research grants, among others.
- Too narrow strategic profiles and core areas
- Loss of variety in research and teaching
- Dangerous close down of studies not in demand at present or expensive (unprofitable) studies
- Loss of autonomy through increased dependence from external principals (third party funding)
- Internal centralization and expansion of administration
- Increased administrative burdens at the expenses or research and teaching
- Reduced coordination (harmonization) between universities because of increased competition.

Possible Sources Of Funding Higher Education In Nigeria

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

1. Fund from owner government
2. Private contributions by commercial organizations in the form of occasional grants for specific purposes
3. Tuition and fees
4. Gifts, Grants and Endowments
5. Investment income
6. Auxiliaries (Enterprises, Licenses, Parents and Alumni Association)
7. Consultancies and Research activities
8. Community Participation etc.

Others include; Support from federal and state governments constituting more than 98% of the recurrent costs and 100% of capital cost (Ogunlade, 1989) and international aids from international organizations. For example, the World Bank has financed a US\$ 120 million project titled: Federal Universities Development Sector Operation (Odebiyi and Aina 1999, Babalola, Sikwibele and Suleiman, 2000).

II. Conclusion And Recommendations

The financial constraints in the country have made education to suffer. Government may not be able to fund higher education effectively and efficiently due to inaccurate statistics to plan our economy and prevalent economic crises. Though it is a fact that higher education in Nigeria has been experiencing loss of facility, deterioration of equipment and plants and uncompleted projects as a result of financial crises facing the system. When all these pressures are not meeting with increasing revenues the results are obvious; less increase in efficiency and productivity and diminish quality and output (that is, teaching, scholarship and services, diminished working and living condition for professors, staff and students alike). The implication of all these is that output from this investment process in higher education cannot actually achieve the goals that were set for it (Adewale, Ajayi and Enikanoselu, 2006). Therefore, to sustain higher education in the country, the following recommendations are hereby made:

1. The Nigerian Government should ensure that allocation of financial resources in Tertiary Educational Institutions is based on quality of research and number of students.
2. Twenty six percent of the national, state and local government annual budget should be allocated and properly managed for education as UNESCO demands.
3. The apex government should ensure that policy makers consider the full implementation of autonomy of tertiary educational institutions
4. All stakeholders must become involved in the financing - parents and guardians, the society in general, the private sector and non-governmental agencies.
5. Government should develop a realistic tertiary education data-bank as this will help in adequate planning and funding of this level of education, for its success will serve as a buffer for the development of the whole economy.

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