

HISTORY OF PRIVATE UNIVERSITIES IN NIGERIA, 1979-2015

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MATRIC. NUMBER: 166074

DEPARTMENT OF HISTORY, UNIVERSITY OF IBADAN

FIELD: SOCIAL HISTORY

**A THESIS PRESENTED TO THE DEPARTMENT OF HISTORY IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF DOCTOR OF PHILOSOPHY IN THE DEPARTMENT OF HISTORY,
FACULTY OF ARTS, UNIVERSITY OF IBADAN, NIGERIA**

DECEMBER, 2022

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DEDICATION

This work is dedicated to God Almighty, the maker of Heaven and the Earth; to my ever supportive, caring, loving and rare husband, The Rev. John Akinola Akinwale; and my dearest son, Mofiyinfoluwa Ayokunnumi Jonathan Akinwale. They are my jewels of inestimable value. I cherish you dearly.

ACKNOWLEDGEMENTS

I give all the glory to God almighty for His grace, unmerited favour and mercy upon me, right from the beginning of my life up till the present, and for making my dreams come to reality in due seasons. And, for seeing me through the hurdles of another ladder of success out of the numerous successes I shall attain in life by His grace. If not for Him, I wouldn't have been who I am today; He is my pillar, strength and all I had always seen in the time of joy and in needs. I shall be forever grateful to God for being there for me.

I express my profound gratitude to my supervisor, Prof. Simeon Ademola Ajayi, for his patience, painstaking, understanding, thorough supervision, fatherly roles and mentorship, and for useful suggestions that added value to the quality of this work despite his busy schedules. May God reward you in details sir. Kudos also goes to my lecturers whose impact cannot be undermined in the course of my study in Ibadan. These include; the former Head of Department, Prof. Olutayo Charles Adesina, for his constant fatherly roles and mentorship. I say thank you so much in a million sir. Many thanks to Prof. R. O. Olaniyi, Head, Department of History for lending to me relevant literatures and his unflinching supports for me. God bless you sir. Prof. B. Sofela, Prof. CBN Ogbogbo, I appreciate you sir. Dr. Ayo Abolorunde, Dr. 'Yinka Ajayi, Dr. Mutiat Oladejo, thank you. My unreserved appreciation goes to the Postgraduate Coordinator, Dr. O. L. Muojama for his support and useful suggestions. Many thanks to Dr. M. O. Muritala for the *last-minutes* encouragement. Honestly, it was a great coolant to my body system that went a long way to strengthening me. May God raise help for you at the verge of your needs sir. My sincere appreciation also goes to the former Sub-Dean, Faculty of Arts, my lecturer, and mentor, Prof. Victor Osaro Edo for his unflinching support, fatherly roles, pieces of advice, and suggestions at all times. You are a rare gem sir. I'm highly grateful. May God raise help for you all in the time of needs.

I sincerely register my appreciation to my maternal Great-grandmother, My first Teacher, Tutor, Mentor and Confidant, Mama Asabi Ogunyemi (Late). I bless God for having you in my early and formative years in life. You sowed the seed of hard work, diligence, discipline, commitment, dedication, perseverance and greatness in me by constantly telling me as a little girl, "*Ti oo ba fe seru aburo ati egbe nile aye, o gbodo ka iwe, ki o ba le deni giga lehin ola*" (if you don't want to become a slave to your younger ones and to your mates,

you have to be educated so as to become an important and relevant person in the society in future). I thank God that those words never wasted. I celebrate you every day Mama. My special appreciation goes to my bosom friend; confidant, father, brother and darling husband, The Rev. Akinwale, John Akinola. I cannot thank you enough for all you have done for me. Indeed, you have and still demonstrating sacrificial love. May all your dreams towards me, our children (biological and spiritual) and, that of our home and ministry, come to fulfillment in due season. The difference between Jesus and other prophets was that 'Heaven Opens' over Jesus. May you continually enjoy 'Open Heaven' in Jesus name. *Olowo ori mi, mo moo loore.* I am highly indebted to my beloved son, in whom I'm well pleased, MofiyinfoLuwa, Ayokunnumi, Jonathan, Akinwale for his perseverance, support, encouragement and sacrifice. My constant heartfelt prayer for you always is to be exceedingly great in life far more than your ancestors in Jesus name. Amen. Thank you so much dearie.

My in-laws are well appreciated; my Brother-in-law, in person of Barr. Adedotun Adewole and his family as well as Mr. & Mrs.'Toyo Adepoju. Also, to my parents, may God grant you more years to eat the fruits of your labour. I will never forget the love of our amiable family friends; the Ibikunles, Olaitans, Prince & Mrs. Adeyemi, the Fadeyis, Prof. & Mrs. Ayeomoni, Akinkoyes, the Iyandas and especially my bosom friends in the time of dire challenge; The Ven. Olusile & Engr. (Mrs.) Bukola Ariyo and The Rev. Canon & Barr. (Mrs.) Achilike, you are dearly valued. I equally appreciate my fathers in the Lord, Pastor Dr. Oluremi Falade and Pastor Paul Adebayo. Daddy, thank you so much for your fatherly roles sir. I shall never forget to say a big thank you to Brother Bayonle Fesobi, a worthy son, highly focused, responsible, dutiful, reasonable, resourceful and above all, an ambassador of Christ. May you continue to shine for the Lord. My profound appreciation goes to my father Dean Emeritus, Church of Nigeria, Archbishop, Ondo Ecclesiastical Province and Lord Bishop, Ondo Diocese (Rtd.) The Most Rev. Prof. G. L. Lasebikan & My Mother, My Mentor, My Secret Admirer, a Disciplinarian, a Devoted Woman of God per excellence, Mama E. A. O. Lasebikan for their undaunted love, concern, moral and spiritual support. Thanks in a million. Special appreciation also goes to my father, The Most Rev. Dr. C. T. & Mama Omotunde, The Rt. Rev. Bola & Mrs. Dahunsi, The Rt. Rev. Gbenro & Mrs. Fabuluje. Thank you for being there. Fathers in God are equally appreciated for their support, interest and encouragement at

all times; The Ven. Dr. Adedapo & family, The Ven. & Mrs. Fesojaye, The Ven. Dr. & Mrs. Bunmi Olowosusi. God bless you all.

My appreciation goes to both academic and non-academic staff of numerous private universities covered in the course of doing this research, among which are; Baze University, Abuja; Nile University, Abuja; Veritas University, Abuja; Tansian University, Oba; Covenant University, Ota; Salem University, Lokoja; Chrisland University, Owode; Afe Babalola University, Ado Ekiti; Adeleke University, Osogbo; Al-Hikmah University, Ilorin; Crescent University, Abeokuta; Crawford University, Igbesa; McPherson University, Seriki-Sotayo; Babcock University, Ilisan-Remo; Renaissance University, Ojiagu-Agbani, Enugu; Bells University of Technology, Ota; Godfrey Okoye University, Amorji-Nike; Southwestern University, Okun-Owa and Redeemer's University, Ede among others for their assistance during our research work in these universities. Special thanks go to University of Ibadan's products for the warm reception and assistance offered me. Whenever I found any one of them in these universities, the reception was not only warm but very encouraging and resourceful. The *esprit de corps* was always manifested, showing them as good ambassadors of the great University of Ibadan. Honestly, I'm proud of you all.

My special appreciation goes to my brother, friend, and senior colleague, Dr. 'Sola Adesote, for being a good pillar of academic support in the time of need, thank you so much sir. I'm highly indebted to Dr. Ayo Osisanwo, a senior lecturer, English Department, University of Ibadan. He personally handled the editing of this work at no cost. Thank you so much sir. My appreciation further goes to the following families for their moral support and assistance rendered while on the field [covering almost all the six geo-political zones of the country] either for accommodation or providing useful suggestions/relevant information; Akinboyewas (Benin), Sister Helen (Enugu), Aruwajoyes (Abuja), Sister Ifenanya (Enugu), Fabulujes (Osogbo), Ojokwus (Enugu), Olaleres (Ibadan), Adewoles (Lagos), to mention but a few. And, to members of staff of the National Universities Commission; Dr. Noel B. Saliu, Dr. I. E. Mmika, Dr. Victoria Pillah, Mr. Uche Bamah, Mallam Aminu Aba, Mallam Ashafa Ladan, to mention but few.

Fehintola Tunbosun **AKINWALE**

December, 2022

ABSTRACT

The involvement of the private sector in the provision of university education is a global phenomenon. Previous studies on private universities in Nigeria have focused largely on the pedagogy and policies, with little attention paid to their historicity. This study was, therefore, designed to examine the history of private universities in Nigeria, with a view to investigating their growth, contributions and challenges from 1979, when the first major attempt at establishing private universities was made, to 2015, when private universities witnessed massive expansion.

The historical approach was adopted, while the interpretive design was used. Primary and secondary sources were utilised. Six universities were purposively selected across the six geopolitical zones: Babcock University, Ilisan-Remo (Southwest), Madonna University, Okija (Southeast), Igbinedion University, Okada (South south), AL-Qalam University, Katsina (North west), American University of Nigeria, Yola (North east) and Baze University, Abuja (FCT). In-depth interviews were conducted with 129 purposively selected respondents aged between 25 and 91, due to their knowledge of private university education. They were 16 proprietors, 68 principal officers, 11 members of the National Universities Commission and 34 members of the host-communities. Secondary sources were books, journals and other relevant publications. Data were historically analysed.

From 1979 to 1984, private universities founded by individuals and religious bodies were not gazetted by the government, hence, were proscribed by the Major General Muhammadu Buhari military administration by decree 19 of 1984. Between 1984 and 1999, private university enterprise was marred by stringent economic situations of Structural Adjustment Programme and political instability. Following the advent of democratic government in 1999 and pressures from religious and corporate organisations, General Abdulsalam Abubakar's administration, on the 10th of May 1999, granted approval and operational licenses to three private universities: Babcock University, Ilisan-Remo; Madonna University, Okija and Igbinedion University, Okada. Between 1999 and 2015, there were 60 private universities in Nigeria: 28 owned by individuals and 32 by religious organisations. The emergence of private universities brought about certain modifications in the educational policy in Nigeria, such as recognition of private sector in the provision of university education and the inculcation of entrepreneurial skill acquisition programmes/trade subjects in the curriculum. Private universities contributed to socio-economic development by providing opportunities for employment, capacity building, increased accessibility; and diversification into ventures and extension services and urbanisation of the host-communities. They also played a prominent role in research innovations, such as Solar Energy Research and Application Centre (Bowen University, Iwo) and Africa's Centre for Excellence for Genomics of Infectious Diseases, such as Ebola Virus, Monkey Pox and Lassa Fever at Redeemer's University, Ede. Relatively high tuition fees, low students enrolment, insufficient academics, underfunding, deduction of tithe from the source and problem of land feud with host-community, were some of the challenges that confronted the private universities.

The participation of the private sector in the expansion of university education from 1979 to 2015 brought about significant socio-economic development and innovations to higher education in Nigeria. While private universities experienced tremendous growth in this period, they were also confronted by numerous challenges.

Keywords: Private universities, Higher education in Nigeria, Research innovation

Word count: 500

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Universities are legal corporations authorised by civil or ecclesiastical authority in awarding degrees, to certify that the beneficiaries have achieved significant height of expertise in carrying out specific tasks.¹ They could also be regarded as organisations that engage in the advancement of knowledge, the teaching, training and examining of students in a variety of scholarly, scientific and professional fields of endeavour. Also, a university can be regarded as a centre created for pursuit of excellence, cultivation of dignity, respect, self-improvement and the promotion of ideas. It provides a ground for the cultivation of the spirit of enquiry, the advancement of knowledge and the development of the creative mind.

Viatonu argues that higher education is very important and highly fundamental to the development as well as the production of skilled manpower² implying that education improves chances of individual lifestyle and open up opportunities as innovation and skills play prominent roles in societal development. Thus, education provides a good pedestal for research discoveries that enhance social mobility and consistency.³ Hence, university education offers the people an opportunity to demonstrate their competence, ability and the potential for enquiring knowledge, learning and being acceptable into the profession.⁴

¹ Okedara, J.T. 2012. *The making of Bowen University: an overview*. S. A. Ajayi and C. A. Okedara. Eds. Ibadan: Baptist Press Nig. Ltd. ix.

² Viatonu, O. 2013. A comparative analysis of the operations and the programmes of public & private universities in Southwest Nigeria: 1999-2009. Ph.D Thesis. Department of Teacher Education. University of Ibadan. 5

³ Kelly, U. McNicoll & White, J. *The impact of universities on the UK economy*. United Kingdom: Viewforth Consulting Ltd. 2

⁴ Omolewa, M. 2010. Highlights of Historical Development Of University Education in Nigeria. In Okojie et al (Eds.) *50 Years of University Education in Nigeria: Evolution, Achievement and Future Directions*. Abuja: NUC Publications. 35

Omolewa posits that institution of higher education is being demanded across the globe owing to both the economic as well as the social developments that would forever enhance the advancement in applying the knowledge that are made available by them.⁵ Thus, the socio-economic and political transformations of a society to a good extent depend on the reflection of interest and attention successive governments and the society pay to the significant roles universities play in the empowering of her citizens. Besides, university education was recognised by those who saw the benefits as a liberalising influence from poverty, inequity and inequality. Thus, parents, young men and women who were disadvantaged due to their circumstance of birth or poor access to wealth, found university education as a means of escape from the world of poverty.

1.1.1 A Brief History of University Education in the World

The emergence of education especially that of university in the world can be traced to Africa and Europe. These earliest universities in Europe were Universities of Karueein, (859), Bologna (1088), Oxford (1096), Paris (1150), among others. However, these universities especially the European ones metamorphosed from Monastic Schools and the older Cathedral.⁶ These first set of European institutions which were generally regarded as universities were founded in Italy, England and France in the 9th & 12th centuries respectively for the study of Law, Arts, Medicine and Theology.⁷ Many of these institutions especially in the Medieval Age were run as Christian or Monastic schools where classes were taught by Monks and Nuns before the advent of universities. Consequently, Western Europe's intellectual life became strongly anchored on Monasteries while the monasteries were limited to liturgy and prayer. Though there were higher institutions at the period in the ancient Greece, China, the Arab, and other civilisations, such institutions were not regarded as universities because they neither offered degree awarding programmes nor had the cultural similarity with the European universities where the concept of the modern university emanated.

⁵ Jekayinfa, A. A. Et Al. 2010. *An Overview of the Philosophical, Historical, Political and Socio-Economic Factors that have Impacted on the Development of Universities in Nigeria.* 47

⁶ Akinwale, F. T. 2014. *The Growth and Development of Private Universities in Ogun State Nigeria: 1999-2012.* Unpublished Dissertation. Department of History, University of Ibadan. 2

⁷ Ridder-Symoens, H. 1992. *Universities in The Middle Ages.* Cambridge: University Press. 104.

The Western Europe continues to evolve civilisation. Thus, as knowledge increases coupled with people's quest for university education during the 11th and 12th centuries rose to the extent that the population was above the capacity of the Cathedral schools which were administered by a single teacher per school. Besides, there were tensions between students and citizens in town over the increase in the influx of non-citizens and foreign ideologies. Osuntokun posits that at the time many of the university students usually got drunk and were sometimes engaged in brawl with the local people.⁸ All these led to the Cathedral schools relocating to the big towns, among which were Bologna in Italy and Paris in France where these schools started as private corporations. The authorities of these schools petitioned the secular authorities for certain privileges, such as to operate as a legal entity, among others and their petition became a model upon which other upcoming universities thrived. In the words of Okojie, Akinrinade and Saliu, it is apt to state in evolutionary, and perhaps anatomical terms that universities have not arisen before then but have originated from pre-existing structure of philosophy intertwined with cleric and 'spiritual *absolutism*'.⁹ On the whole, it was based on secluded intellectualism, hence, the term 'university education' connotes essential development of knowledge in the production of skilled manpower that enables one to contribute positively to his life and the society at large.

University education contributes largely to the development of both human capacity building as well as material resources. The present technological advancement in the contemporary society is not devoid of the flavours added by these early universities. Even though, they were few when they began to spring up, the number has risen to thousands in the contemporary era. Therefore, the early universities in the world established the pedestal upon which the concept of the modern university emanated. It was characterised by teaching, learning and publications of academic journals (research) aimed at encouraging the transmission of education from the conservation of acceptable knowledge to the discovery as well as the advancement of novel knowledge.

⁸ Osuntokun, A.2007. *Research methodology across disciplines*. A paper presented at RUN Quarterly College Seminar. 2

⁹ Okojie, J. A., Akinrinade, S & Saliu, N. B. 2014. Eds. *National Universities Commission and University Education in Nigeria: Perspectives on the Development of a System*. In Adedipe, N. O. 2014. *Expanding Access to Higher Education: The Development of Federal, State and Private Universities in Nigeria*. 92

Therefore, university education, both in the medieval period or in the contemporary world, plays a crucial role in creating, disseminating and applying of knowledge, production of human capital, skills development and adapts knowledge that would solve developmental challenges while achieving goals in every facet of human life. It is in recognition of this fact that most nations and societies that invested huge (human, capital and material) resources in the higher education during their early years of emergence currently emerged as the developed nations in the world as they have been able to cope with the changing trends in technological advancement as experienced across the globe in the contemporary time.

However, below is the list of early universities in the world where the concept of the modern university emanated from. The foundation laid by them was characterised by teaching, learning and publications of academic journals (research) which aimed at encouraging the transmission of education from conservation of acceptable knowledge to the discovery and improvement of new facts.

Table 1.1: Lists of Early Universities in the World

S/N	UNIVERSITY	COUNTRY	YEAR OF ESTAB.
1.	University of Karueein	Fez, Morocco	859
2.	University of Bologna	Italy	1088
3.	University of Oxford	United Kingdom	1096
4.	University of Paris	France	1150
5.	University of Modena	Italy	1175
6.	University of Palencia	Spain	1208
7.	University of Cambridge	United Kingdom	1209
8.	University of Salamanca	Spain	1218
9.	University of Montpellier	France	1220
10.	University of Padua	Italy	1222
11.	University of Naples Federico II	Italy	1224
12.	University of Toulouse	France	1229
13.	Mustansiriya University, Baghdad	Iraq	1233
14.	University of Orleans	France	1235
15.	University of Siena	Italy	1240
16.	University of Coimbra	Portugal	1290
17.	University of Glasgow	Scotland	1451
18.	Istanbul University, Istanbul,	Turkey	1453
19.	University of Scotland	Edinburgh	1583
20.	University of Cordoba	Argentina	1610
21.	Harvard University	United States of America	1636
22.	University of Buenos Aires	Argentina	1821
23.	Fourah Bay College	Sierra Leone	1827
24.	University of Calcutta	India	1857

Source: Viatonu, 2013 and Akinwale, 2014

From the table 1.1 above, the establishment of university in the world could be traced to the medieval period where they emerged from Monastic schools in the 9th century in Africa and 12th century in Europe respectively. The presence and influence of these universities cut across the world. They play prominent roles in the development of both the human capacity building as well as material resources. The present technological advancement in the contemporary society is not devoid of the flavours added by these early universities to the expansion and improvement of university education all over the world. Even though, they were few when they started, the number has risen to thousands in the contemporary era.

It is worth mentioning that four hundred years after the first university was founded in Bologna (1088), there were twenty nine (29) universities spread across Europe, followed by twenty eight (28) additional ones in the late 15th century, coupled with additional eighteen (18) established between 1500 and 1625. By the 18th century, there were one hundred and forty three (143) universities in Europe; thirty four (34) in the German Empire; twenty six (26) in Italian countries; twenty five (25) in France; and twenty three (23) in Spain...”¹⁰

The Renaissance period (14th and 16th centuries) witnessed Humanist idea. The idea became accepted in the 16th century. It was first propagated in Germany and later in England. This came at the period of Protestant reformation of 1617. The idea was concerned with preparing students for a civilised life. It also raised concerns for Quadrivium (arithmetic, music, astronomy, geometric) and liberal arts Trivium (logic, rhetoric, grammar). The significance of these subjects was that they prepared students for additional specialised learning in Theology, Law or Medicine. Thus, the Age of Enlightenment was largely characterised by publications of academic journals aimed at encouraging ‘preservation and transmission of acceptable knowledge’ for purpose of advancing new facts.

The 19th century, however, witnessed the metamorphosis of the objectives of universities [teaching, research and study] from teaching to the recall of knowledge which Rohrs calls ‘encouraging productive thinking’.¹¹ It was in the 19th century that two university models arose, that is, the German and the Post-Revolutionary French. The German model was

¹⁰ Grendler, P. F. 2004. The University of Renaissance and the Reformation. *Renaissance Quarter* Vol. 57. No: 1-3.

¹¹ Rohrs, H. 1987. *The Classical Ideas of the Universities: Its Origin and Significance as conceived by Humboldt Tradition and Reform of the University under An International Perspectives*. New York: Pete Press. 215.

propounded by Wilhelm von Humboldt. The theory demonstrates the course of discovering knowledge as well as teaching students the act of taken account of fundamental laws of science in all their reasoning. This, according to Ruegg, marked the beginning of seminars and laboratories in universities around the world. It could be asserted that science therefore, became the area of focus of the university during the 19th & 20th centuries, when students were encouraged and began to conduct research in laboratories, and write theses containing more scientific content.¹²

According to Okebukola, the contemporary university was birth in Halle, Germany as a reaction against rigid Lutheran dogmatism, overwhelmed by several controversies that resulted from religious debate and wars due to reformation. The reformation lasted till 17th century.¹³ The University of Halle was founded in 1694. The founders of the University were priests and believers who rejected the notion that correct doctrine was sufficient for the Christian life. Following the removal of Philosophy as a subject from the Theological Faculty, made the subject to flourish on its own. Therefore, gradually, in the 18th century and more rapidly in 19th century, religion was displaced as the dominant force in European universities. In a nutshell, the new sciences (productive thinking), the Industrial Revolution, and more worldly ways of thinking all facilitated the transformation of the universities into citadels of modern centres of learning and research.

The government adopted numerous strategies in a bid to expand tertiary sector of education. Developed countries emphasised the need for the expansion while the developing nations pursued a dual approach of founding their own universities by sending people overseas for further learning to meet the pressing desires. A dominant characteristics of the development of higher learning during this period was funding of public universities by the government. As attested by the World Bank, “many countries of the world are sole providers of university education in the 1980s. Almost 95% of the students attend public universities in

¹² Ruegg Walter. 2004. Themes: A History of Universities in Europe, and Early Centuries. *Universities in the 19th Century*. Ruegg Walter. Ed. New York: Cambridge: University Press. 107.

¹³Okebukola, P. The Mission and Vision of Universities in Nigeria: Expectations for the Twenty-First Century. In Isyaku, K. Akale, M. A. G., Malyanya, A. A. & Olokun, M. Eds. 1998. *The Mission & Vision of Education in Nigeria: The Challenges of the Twenty-First Century*. Kaduna: National Commission for Colleges of Education. 48

Western Europe, while over 80 percent of students attend government universities in the United States of America.¹⁴

Ownership of private universities has become a universal phenomenon over the years. For instance, this has become evident in socialist countries such as Eastern Europe, former Soviet Union, India; Trinidad; Tobago; Ghana and Mongolia.¹⁵ Caribbean and Latin American countries as well as the Caribbean have equally become responsive to private ownership of higher education. Teather asserts that the development of globalisation, privatisation, and increasing market dynamics have negative effect on the operation of university in the world.¹⁶ For instance, China had gradually withdrawn from the role of being the sole welfare provider, This enables her to transfer her financial responsibility at the grassroots level to individuals under the auspices of decentralisation and “marketisation.” The financial constraint that involve in the provision of the service was a major factor responsible for such decision. In the words of Lai-ngok, “involving individuals, communities, and government at the grassroots in the provision of education became the credible solution in order to rescue educational system from its predicaments of inadequate funding which was hitherto the sole responsibility of the government at the apex.”¹⁷ From various studies, the emergence of private participation in educational sector has increased the yearning for advance education in many countries. As such, private higher institutions played prominent roles in the development of educational system in Australia and Colombia. This results in 67% of number of students in higher citadels of learning of these countries.¹⁸

It is worth noting that some East Asian as well as Latin America countries have a history of well-established private universities. Latin America in particular records the tradition of individual involvement in providing advance education. According Gonzalez, the

¹⁴ World Bank. 2002. *Constructing knowledge Societies: New Challenges For Higher Education*. Washington D. C. World Bank. 69

¹⁵ International Institute for Educational Planning Newsletter (IIEP), XVIII (2) April-June 2000. 5-10.

¹⁶ Teather, D. (Ed). 2004. *Consortia: International Networking Alliances of Universities*. Melbourne: Melbourne University Press,

¹⁷ Lan-ngok, J. W., School Autonomy in China: A Comparison between Government and Private Schools within the context of Decentralization. *Journal of Commonwealth Council for Educational Administration and Management*, 32 (3). 58-73.

¹⁸ Colombia and Private Sector Participation In Tertiary Education. Canada National Library Report. <http://www.worldbank.org/tertiared/canada.htm> date retrieved 12/02/12

region has a good number of universities operated by private agencies.¹⁹ Some countries especially in the East Asia like Japan, Korea, Indonesia, as well as the Philippines, the number of individual-owned institutions are on the high side. This is equally applicable to India where higher institutions are largely provided by private colleges generally known and called ‘capitation fee colleges.’ They do not receive grant or funds from the government. In Ajayi’s point of view, the importance of a competitive market to an open economy in a democratic setting makes it necessary to extend the same practice to higher learning.²⁰ This explains the granting of licenses for the opening of the Cambridge and Oxford Universities, and the University of Surrey in Great Britain. In the United States of America, Universities like Harvard, Baylor, Purdue and Wayland Baptist are examples of privately owned higher institutions.

Africa’s perspectives about university education cannot be undermined. There were various moves for the development of university in the pre-colonial African society, and one of the results was the establishment of Sankore University,²¹ Mali Empire, in 989CE and Fourah Bay College, Sierra Leone, 1827. However, as the yearning for university education continued to grow, Nigeria had her share in the phenomenon in the pre-independence Nigeria.

¹⁹ Gonzalez, L. E. 1999. Accreditation of Higher Education in Chile and Latin America. In Altbach. P. G. Ed. Private Prometheus: Private Higher Education And Development in the 21st century . Westport: Greenwood press.. 65-84.

²⁰ Ajayi, S.A. & Okedara, C. A. Eds. 2012. *The Making Of Bowen University: An Overview*. Ibadan: Baptist Press Ltd. 20

²¹ Sankore University, Timbuktu, Mali is one of the earliest and renowned learning centre in the Muslim World. It was built as a ‘Madrassah’ in translation, ‘school’. Her achievement in tertiary education is highly significant to Islamic Civilisation dated back to the civilisation in Mali, Songhai and Ghana during the 12th and 16th. The University emanated from Sankore Mosque founded in 989 CE by AI - Qadi Aqib ibn Mahmud ibn Umar. He was a scholar of high repute and a Chief Judge at Timbuktu. The University was made up of several entire independent schools or colleges, of which, each one of them was ran by a scholar. Their teaching and learning process was carried out in open places such as under the tree, open air, and at times in private residences. Subjects that were taught included Qur’anic and Islamic Studies, Law and literature, Medicine, Surgery, Physics, Chemistry, Mathematics, Philosophy, Language, Linguistics, History, Geography, and Art. Other trade subjects were Business, Carpentry, Fishing, Farming, Tailoring, Construction, Shoemaking, among others. Thus, to memorise the Qur’an as well as to mastering the Arabic Language was compulsory for students as Arabic was the only recognised means of communication in the University. History has it that around 12th and 16th, the Centre was highly revered as a place where intellectuals are being trained and nurtured. In summary, the institution could not be regarded as a university at the time because it had no central administration like the European model of university, which suggests that it had different organisation and structure from the common universities of medieval Europe which entails teaching, research and study wherein, the modern university model emanated from.

This however, encouraged the creation of Yaba College in 1932 which later metamorphosed into University College, Ibadan in 1948. The chief aim of establishing this citadel of learning was to train manpower that would take over from where the British stopped. All these clearly indicated that the world placed high premium on knowledge discovery for the enhancement of societal development which can only be achieved through university education. Therefore, one could sum up that the contemporary university system originated from the German idea of university education, which was created majorly for teaching, research and study.

Nevertheless, in the process of nation building in Africa, many developing countries depended solely on both the foreign capital and personnel for national development.²² A lot of them laid emphasis on university education development because of the importance of trained manpower especially those that would take over from where the British stopped and assist in managing and organising the educational system. In Africa, public universities play dominant roles in providing higher education up till 1970s. The period was regarded as the ‘golden age’ in university education.²³

However, there are several developments and innovations in the 1980s that questioned government sponsored form of socio-economic development. The introduction of Structural Adjustment Programmes into African countries’ economy in the 1980s had its major focus on reducing the fiscal deficits with the reduction of investment in the social sector. In the Eastern Europe, some countries witnessed political changes. These had effects on the roles of the government as regards educational development. Varghese posits that ‘the phase was marked by the reduction in the roles of the government in developmental issues, introduction of market ideology as well as pervasive market reforms all around the globe.’²⁴ By implication, the investment of governments in economic sectors became reduced as public investment in education was not exempted. To corroborate this view, Nwangwu stated that inadequate funding emanated from oil glut in the world economic market as experienced in the early 1980s resulted in an abrupt sharp reduction in the revenue from oil. The products before then

²² Varghese, N. V. 2004. *Private Higher Education in Africa*. International Institute for Educational Planning. 4

²³ Balderson, F. E. 1979. Challenges for the Universities: Managing through the Transition of the 1980s. *International Journal of Educational Management in Higher Education*. Vol. 3. P. 21-30. Cited in Varghese, N. V. 2004. *Private higher education in Africa*. International Institute for Educational Planning. 5

²⁴ Varghese, N. V. 2004. *Private Higher Education in Africa*. International Institute for Educational Planning. 5

accounted for roughly 80 percent of the total income generated from oil exportations.²⁵ Consequent upon this, there was non-payment of teachers' salaries, dilapidation of infrastructures and facilities, followed by incessant strike actions in universities and schools. All these resultantly reduced the quality of education in Nigeria.²⁶ Saint and Altbach argue that there was reduction in quality of learning in many countries, decrease in student enrolment in advanced countries, unimproved infrastructural development, as well as limited carrying-capacities in developing countries.²⁷ Similarly, Ayeni argues that across the African continent, there is rapid increase in university enrolment which left a lot of prospective candidates without vacancies in these universities. This was considered in the policy circle as being a waste of potential manpower capital as well as major social problem.²⁸

All these negatively affected the expansion of higher education system. The developed world responded by withdrawing subsidies on university education. The developing world introduced several reforms that could reduce reliance on the government. Thus, cost-reduction and sharing measures, and income-generating strategies were adopted to ensure that higher education was sustained. In addition, the knowledge-economy with its holds on information technology paved an easy way for shift of the economy of the world to the process of globalisation. Afterwards, the expansion of primary and post-primary education due to population explosion exacerbated pressure on higher learning for its expansion all over the world.

Many explanations have been presented for the emergence of private universities globally. The ever-increasing financial burdens of the governments' commitment to higher learning in both the advanced and underdeveloped states no doubt call for the debate for the proliferation of private higher institutions. Kitaev affirms that individual involvement in

²⁵ Nwagwu, N. A. 1975. *Universal Primary Education in Nigeria: Issues, Prospects and Problems*. Benin-City: Ethiope Publishing Corporate.

²⁶ Odukoya, D. 2009. Formulation and Implementation of Educational Policies in Nigeria. *Educational Research Network for West and Central Africa (ERNCAWA)*, www.slideshare.net

²⁷ Saint, William. 1992. *Universities in Africa: Strategies for Stabilization and Revitalization*. World Bank: Washington D. C. and Altbach, P.G. 1999. *Comparative Perspectives on Higher Education*. In Altbach, P. G. Ed *Private Prometheus: Private Higher Education And Development in the 21st Century*. Westport: Greenwood press. 65-84. Cited in Varghese, N. V. 2004. *Private Higher Education in Africa*. International Institute for Educational Planning. 5

²⁸ Ayeni, O. 2008. *Private University System: The Path to Viable Education in the New Millennium*. In Akintayo, M. O. & Oghenekohwo, J. E. *Private Initiative in University Education Investment and the Context Of Millennium Development Goals*. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for Millennium Development. Essay in Honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 532

education enterprise is a reality. That the development has been growing all over the world as it goes simultaneously with globalisation. Therefore, continents and countries such as Eastern Europe, France, Germany, China, and Africa, where the tradition of individual involvement in educational institution was foreign, the emergence of globalisation and educational reforms have strongly lapsed the situation.²⁹ For instance, the major reason for China's resorting to decentralising her educational system is basically finance. This is because the cost of providing adequate and sound education for the entire country is capital intensive.

1.1.2 Development of Private Universities in Africa

In historicising the emergence and advancement of university education, it is imperative to state that developments witnessed in the continent of Africa point to the fact that there were moves towards public universities during the pre-colonial African society. An example is University of Sankore, Mali Empire, founded in 1347 and Fourah Bay College, Sierra Leone, established in 1827. The development became intensified on the eve, during and after independence in Africa.

National liberation struggle and the impulse for self-reliance in socio-economic and political development in Africa necessitated the urge for university education. In the sub-Saharan Africa, the presence of university was as a token of self-reliance through which Africans could oust the colonial influence. The emergence of higher institutions of learning therefore, helped indigenise nation building through the training of nationals that would manage the economies from where the colonial powers stopped and to protect the newly-independent states. To achieve this mission, higher institutions shoulder the responsibilities of supplying a new knowledge-based policy, discovering and producing a unique knowledge, adapting and adopting information produced elsewhere. These attempts however, facilitated the process of developing national fundamental changes and to design specific plans and programmes, applicable to the local level, while they gradually replaced expatriates with nationals in policy-making bodies which has helped to develop national education systems as

²⁹ Kitaev, 2003. *Higher education in the Baltic States: between crisis and renewal. IIEP Newsletter, XXI Vol. 1 January-March.* 6-7. Also, see, Teather, D. Ed. 2004. *Consortia: international networking alliances of universities.* Melbourne: Melbourne University Press, cited in Akpotu N. E & Akpochofo, W. P. 2009. An analysis of factors influencing the upsurge of private universities in Nigeria. *Journal of Social Science.* Vol. 18. No. 1. 4

demonstrated in various universities which has been helping them to design curricula, develop textbooks, train professionals, and promote nationals.

From 1960, higher education institutions started developing in Africa. Senegal started with public universities. At inception, these universities were supported by the past colonial powers. They were provided with quality of manpower, materials and financial supports. The university system was modeled after educational system practice in Paris. For ten years, these universities exposed their students to programmes taught in French countries with the same quality of certificate. However, with time, the strength of the certificate became replaced with equivalences. According to Ndiaye, “African universities never undertook the fundamental restructuring to acclimatize with the required needs of the societies for which they produce managerial personnel. This resulted in rising of non-adaption of the training to the needs of the society in higher institutions crises in most of French speaking African countries.”³⁰

Deregulation policies played prominent roles in the movements towards increase in social demands for private university education in Africa in the 1990s. The policy was introduced as an offshoot of Structural Adjustment Programmes. The financial incapability of the government to advance higher education by providing necessary financial aid to public university followed by the unresponsiveness of these universities to the demands of certain market-friendly programmes. This much debatable issue of market principles in university education in the 1980s became operational in African continent in the 1990s.

Right from the inception of private universities in Senegal, their emergence was not given warmth reception. The society frowned at the development at the initial stage. This societal rejection was purely from parents and students of these universities. They saw private universities as commercial enterprise while seeing the investors’ goal as being out to amass wealth at the detriment of the society rather than contributing to the improvement of education and national development. Despite the opposition from various quarters, from 1990 onwards, several private institutions sprang up. This realisation came as an outcome of the investigations conducted by the National Commission on Educational Reforms in 1984³¹ and the outcome of

³⁰ Ndiaye, A. L. 2003. “Growth of Private Higher Institution in Senegal”, in Varghese, N. V., Growth and Expansion of Private Higher Education in Africa, *Journal of International Institute for Educational Planning*. 103

³¹ Ndiaye, A. L. 2003. “Growth of Private Higher Institution in Senegal”, in Varghese, N. V., Growth and Expansion of Private Higher Education in Africa, *Journal of International Institute for Educational Planning*. 103

the investigation conducted by National Forum on Higher Education carried out in 1992 and 1993 respectively which necessitated the implementations of a number of reforms, at the start of 1994/95 academic calendar at the *Universite cheikh Anta Diop* (UCAD). This intervention led to the development of private higher institutions in Senegal followed by the endorsement of legal documents on the establishment of individually-owned universities in Senegal on May 2nd 1995.³²

In the same vein, there was legislation of Correspondence Colleges Act of South Africa. The Act is known as No. 59 of 1965 that addresses the provision of private post-secondary education in the country. Also, Act 108 of 1996, section 29(3) of South African Constitution states that individuals can found, maintain educational institution at their expense while the government registers, ensures and maintains standards. This development opened up access to individual participation in the establishment of universities in South Africa.³³ Consequent upon this, the Commission in charge, National Commission on Higher Education recommended the needs to promote career-oriented programmes in both the science and technology, and shorter-cycle (with duration of one or two years) certificate as well as diploma courses. .

Similarly, the growth of private universities in Kenya spanned less than 20 years. From 1970 to 1990, public higher institutions in Kenya played a significant role in the provision of higher education in the country. On this note, there was emergence of private established universities (learning by correspondence) before this time. For instance, there was United States International University (USIU), founded in 1969, with a campus in Kenya. By 1974, Daystar University (DU) was founded. In 1978, Seventh Day Adventist Church funded University of East Africa, Baraton (UEAB) and established the Catholic University of East Africa (CUEA), in 1994. Their activities were silenced mainly because the existing public universities were able to admit nearly all the numbers of prospective candidates qualifying for university education. The laudable achievement is created to the fact that government invested greatly in education.

³²Ndiaye, A. L.2006. "Growth of Private Higher Institution in Senegal", in Varghese, N. V., Growth and Expansion of Private Higher Education in Africa, *Journal of International Institute for Educational Planning*. 107

³³ Mabizela, M. 2006. "Growth of Private Higher Institution in South-Africa", in Varghese, N. V., "Growth and Expansion of Private Higher Education in Africa", *Journal of International Institute for Educational Planning*. 128

The growth of private universities in Kenya became evident due to two factors; Kenyan government adopted a strategy that promoted private universities to meet the ever increasing public demands. Also, there was good number of employees as well as lecturers that resorted to private institutions for educational upgrading services. Consequent upon this, new higher educational institutions emerged. In addition to this was the cost-sharing policy under the Structural Adjustment Programme (SAP) where the International Monetary Fund (IMF) and World Bank strongly advocated for government's limited roles in the economic and social system. These however have strong adverse implications on the education sector especially the University system, as government was mandated to hands-off from financing higher education institution and rather, concentrate on the basic level. This therefore, necessitated the private incursion in the provision of university education.

The trend in the growth and development of government owned university in Africa became halted as a result of World Bank's interference in her economy based on several policies put in place which however led to destabilising Africa's economy. Abagi, bemoans the development as he succinctly puts, that:

the policy shift in the late 1980s brought about the involvement of private higher institutions that emerged in the 1980s. The development was premised on three factors. First was the economic down turns that started in the 1980s which negatively affected government's financial responsibility on education which consumes up to 40 percent of monthly recurrent overheads. Second was the rate of returns analysis. The analysis reveals that there are higher returns on university education and social returns compared to basic education. Thus, it becomes more reasonable for the government to invest in basic education as well as encouraging individuals to pay user fees for higher education, due to high private rates of return. Third, there were policies formulated by the World Bank International Monetary Funds (IMF) in the 1980s. The policies encouraged reduction of government roles in the social and economic spheres. The policies further advocated for diverting from state business education inclusive. Therefore, the policy of cost-sharing, turned out to be the principle guiding the government on matters pertaining to investing in education. Thus, in 1991, in the course of advancing loan assistance to Kenya by the World

Bank, instead of her to encourage the increment in the allocation of funds to education sector by the government sector, she advocated that the growth in the number of public university should not be more than 3% annual increase till 2017. This was part of the conditionality for granting the loan request. This policy thus, successfully created a pool of prospective candidates for universities as a result of public universities' inability to absorb qualified post-secondary school leavers into public higher learning.³⁴

As noted above, it is very glaring that government has no choice other than to seek other means of liberalising higher education by setting up policy mechanisms that can encourage private enterprise in the provision of university education with its subsequent emergence of individually-owned higher institutions Kenya.

Since Makerere University, was established in 1922 in Uganda, the university remained the only university that existed in the country for many years. From 1988 however, the university system began to experience expansion with the advent of Islamic University, Uganda licensed in 1988. In addressing the ever increasing yearning for higher learning, the Ugandan government formulated policies that would enable self-sponsored or private students to be admitted into government universities as well as to give room for the founding of more private universities. Consequently, Ugandan Universities grew to 29 private and 25 public universities.³⁵

However, before the emergence of private universities in Tanzania, Tanzanians who intended to read medicine were admitted to Makerere College, Uganda. While those who wish to go for training in technical and engineering were sent to the Royal Technical College in Nairobi. Others were sent to either India or the United Kingdom. Nevertheless, the University College of Tanganyika founded in 1961 was the first university in Eastern Africa. The university was affiliated to University of London. By 1963, there was an agreement between 3 East African governments to jointly establish Government University named University of

³⁴ Abagi, O. 2006. "Growth of Private Higher Institution in Kenya", in Varghese, N. V., "Growth and Expansion of Private Higher Education in Africa" *Journal of International Institute for Educational Planning*. 70

³⁵ Tumuwesigye, G., "Growth of Private Higher Institution in Uganda", in Varghese, N. V., Growth and Expansion of Private Higher Education in Africa. *Journal of International Institute for Educational Planning*, 2006. 196

East Africa (UEA), Uganda. Thereafter, the University of Tanganyika transferred her link status to UEA to be called University College, Dar es Salaam (UCD). The University of East Africa (UEA), Uganda was dissolved in 1970. The dissolution gave birth to 3 full-fledged universities. They are, the University of Nairobi (UN), Kenya; Makerere University (MU), Uganda; and the University of Dar es Salaam, Tanzania. By 1995, Tanzanian government decided to involve private participation in the provision of both the higher and technical education with the instrument of National Higher Education Policy.³⁶ This policy encourages individual, corporate as well as religious organisations to establish, fund and manage higher institutions in the country. Therefore, many of these universities became established

The National Council for Higher Education (NCHE) controls the establishment of private universities in Zimbabwe. NCHE was established in 1990 through the Act of Parliament. At independence, Zimbabwe had one university situated in Harare. In the words of Chivore, “the main factors behind the establishment of private universities are summarised as follows; shortage of facilities in public institutions; religious belief; and, profit motive.”³⁷ Though, a few number of private institutions in Zimbabwe were faith-based with linkages with their religious organisations. Their activities are being regulated by government Law known as charters while many of them get their degrees through linkages with higher institutions abroad as affiliate. In all, Zimbabwe had 5 private universities.³⁸

The emergence of the knowledge of information technology and globalisation propelled the proliferation of private higher learning across the globe. It equally played prominent roles in the emergence of private prospective investors that invested in university education especially in underdeveloped countries. The emergence of private universities in Ghana emanated from the increase in the demand for higher education which resulted from population explosion of primary and post-primary levels which went far beyond the capacity

³⁶ Kuhanga, N. A. 2006. “Growth of Private Higher Institution in Tanzania”, in Varghese, N. V., Growth and Expansion of Private Higher Education in Africa, *Journal of International Institute for Educational Planning*, 162

³⁷ Chivore, B.R. “Growth of Private Higher Institution in Zimbabwe”, in Varghese, N. V., “Growth and Expansion of Private Higher Education in Africa,” *Journal of International Institute for Educational Planning*, 2006. 224

³⁸ Chivore, B.R. 2006. “Growth of Private Higher Institution in Zimbabwe”, in Varghese, N. V., “Growth and Expansion of Private Higher Education in Africa” *Journal of International Institute for Educational Planning*, 224

of government universities.³⁹ The National Accreditation Board (NAB) that was founded in 1993 was saddled with the university education responsibility of accrediting both the public and private higher institutions. The board ensures that the standards and contents of their programmes conform with the quality of certificates, diplomas as well as other qualifications offered by Ghana's higher institutions in Ghana and any other countries within and outside the continent.⁴⁰ In its accreditation, the Board focuses on academic programmes, minimum requirements for admission, employment prospects for graduates, staffing, funding, physical facilities and equipment, and library facilities.

Constant increase in the number of higher institutions encourages the participation of corporate establishments and individuals establishing higher institutions. For instance, there was a law passed in 1991 by the Senegalese government. The law provided for the founding of private higher institutions. In the 1990s, there were equally legal provisions for private higher institutions in Benin Republic, Nigeria, Kenya, Ghana, Mozambique, Zimbabwe, South Africa and so on.⁴¹ The development enhanced the setting up of many private institutions which was the reply to the social demand for the expansion of technical and professional education.

Nevertheless, a survey of private higher institutions in six African countries –Uganda (Catholic University, Uganda), Tanzania (St. Augustine University, Tanzania), Ghana (Valley View University, Oyibi, Dodowa), Nigeria (Madonna University, Okija, Nigeria), Zimbabwe (Solusi University, Zimbabwe), and Kenya (Daystar University, Kenya),⁴² which Thaver carried out, aptly summarised the reasons into four. These are; increase in the demands for higher institutions which the government universities were unable to meet; the need to improve the means of accessing university education within the context of inadequate financial resources on the part of the government; the need to satisfy specific social groups, especially, religious bodies, and the market force that came with system of deregulation and

³⁹ Effah, P. "Growth of Private Higher Institution in Ghana, in Varghese, N. V., "Growth and Expansion of Private Higher Education in Africa", *Journal of International Institute for Educational Planning*, 2006. 50

⁴⁰ Effah, P. "Growth of Private Higher Institution in Ghana, in Varghese, N. V., "Growth and Expansion of Private Higher Education in Africa." *Journal of International Institute for Educational Planning*, 2006. 51

⁴¹ Varghese, N. V. 2006. Growth and Expansion of Private Universities in Africa.

⁴² Thaver, B. 2006. Private Higher Education in Africa: Six Countries Case Study. *African Higher Education: An International Reference Handbook*. D. Teferra and P. G. Altbach. Eds. Bloomington: Indiana Press.

liberalisation.⁴³ And, some of other factors such as choice, accessibility and high cost-overhead of university education motivated the advent of private university in Africa.

In 1930, E. R. J. Hussey, became the Director of Education in Nigeria.⁴⁴ He came up with several proposals, among which was the expansion of programmes that would bring about particular changes in the system of education in the country. This expansion would involve elementary and secondary education and ‘vocational training’ with the aim of grooming qualified assistants in Medical and Engineering fields, vocational area and competent teachers of ‘higher middle schools’.⁴⁵ Nigerian education was consequently classified into three categories, that is, primary, secondary and post-secondary. Thus, Yaba College which was born in 1932, soon began to lose her credibility because it was observed that different courses run in the college were meant to develop Nigerians as technical assistants which however did not meet the demands and needs of qualitative education required by Nigerians seeking admission into the college.

The nationalists called on the colonialists to set up a university in Nigeria instead of Africans depending on European and American universities. Consequently, Elliot Commission was set up 1943. The commission made recommendations on the development of university education in West Africa. Thus, the University College Ibadan was established in 1948. However, agitations for the establishment of more universities continued unabated. This brought about the Ashby Commission set up by the Nigerian government with the mandate to come up with Nigerian needs in education for the next two decades (1959-1979).

Therefore, on October 7th 1960, the University of Nigeria, Nsukka was founded.⁴⁶ By 1965, there were five universities in Nigeria and were regionally inclined, namely the University of Nigeria, Nsukka, Universities of Zaria now Ahmadu Bello University; University of Lagos and University of Ile-Ife (Obafemi Awolowo University). In addition, there was the founding of additional seven (7) universities by the Federal Government of Nigeria in 1975. They were Universities of Calabar; Jos; Maiduguri; and Sokoto and three University Colleges; Bayero in Kano; Port-Harcourt; and Ilorin. These three colleges which

⁴³ Thaver, B. 2006. Private Higher Education In Africa: Six Countries Case Study. *African Higher Education: An International Reference Handbook*. D. Teferra and P. G. Altbach. Eds. Bloomington: Indiana Press.

⁴⁴ Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 30.

⁴⁵ Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 30.

⁴⁶ Akinbote, O. & Omolade, E. O. 1994: Politicization of university Education. The Nigerian Experience. *Journal of Research and Development in Higher Education*. Vol. 1. Nos 1 & 2. 106

were formerly affiliated to the University of Ibadan became autonomous to grant their own degrees in 1977. Constant increase in the desire for university education as well as the need to produce high-level human capital for the newly independent nation were part of the reasons that made the federal and regional governments to found these universities.

Efforts to expand educational sector as intensified by successive military administrations was a thrust for the expansion of its role in the 1970s when the country experienced an oil boom. During this period, Federal Government took over the universities that were established, controlled and financed by the regional governments.⁴⁷ Subsequently, the issue of funding and control of public universities became the exclusive responsibility of the Nigerian state. By the early 1980s, when the Federal Government could no longer afford to shoulder the total financial burden of running universities in the country, coupled with the challenges of equity, access and imbalance that continued unabated, she encouraged and allowed the state governments to set up their own universities.

The situation of economic downturn became intensified by a long period of economic recession that manifested in the public sector's collapse. The collapse became evident because, when there was economic boom, the education sector was not adequately supported in terms of funding which fell below 26% of annual state budget that was recommended by the United Nations Educational, Scientific and Cultural Organisation (UNESCO).⁴⁸ Thus, by the 1980s, both primary and post-primary education was in gradual decline. This became evident in the inability of government to pay teachers' salaries, and many other labour-related matters that culminated into constant closures of schools. Hence, there was a gradual decline in the standard of education, where, the best available option for the government was to liberalise both the primary and post-primary education sector to encourage private participation which was believed would enhance the efficiency of education sector. The tertiary sector followed the same trajectory of crises along with liberal modifications. Nevertheless, private tertiary sector did not come up as easily experienced by the primary and secondary sectors. This resulted from the fact that government was being skeptical about the development, because

⁴⁷ Osagie, A. U. 2009. *Change and Choice: The Development of Private Universities in Nigeria*. Benin City: Rawel Fortune Resources. 52

⁴⁸ Akinwale, F. T. 2014. *The Growth and Development of Private Universities in Ogun State Nigeria: 1999-2012*. Unpublished M. A. Dissertation. Department of History, University of Ibadan. 1. and Ajayi, A. I. & Ekundayo T. 2009. Management of University Education in Nigeria: Problems and Possible Solutions. *Journal of Revitalization of African Higher Education*. Vol. 6 No. 4. 6

immediately Nigerians got the news of government's plan to proliferate university education, reports went viral that some people with *sharp practices* had started extorting Nigerians who were in need of university education by collecting a huge amount of money from them, promising to help them secure admission into university which they never did.

The Nigeria's university education system began essentially as a special preserve of the State and Federal government. The incursion of the private sector into higher education came much later. According to Owoeye, for several centuries, universities were established by individuals and non-governmental groups while the state provided the Charter or license that legalises their existence.⁴⁹ The first phase of efforts at establishing private universities in Nigeria began prior to Nigeria's independence. The Nigerian Baptist Convention made the first move in the late 1930s when the Baptist Missionaries envisioned the establishment of her university. The notion to found a Baptist University in Nigeria was premised upon on Liberal Arts, Science and Education. Another effort was made by Seventh Day Adventist (SDA) when a University was established on 17 September, 1959 as a Theological Seminary College. A Bachelor of Arts degree in Theology was awarded to its first set of students in 1966.⁵⁰ These universities did not endure because the Nigerian Government did not make provision for private higher institutions in the country at the time.

Similarly, attempts by an individual to establish a private university in Nigeria was spearheaded by Dr. Basil Nnanna Ukaegbu, when he established the Imo Technical University at Owerri, in the late 1970s.⁵¹ This effort resulted to the appearance of about 26 private universities in Nigeria. It however, died on arrival due to several allegations leveled against these universities. One of such allegations was the issue of substandard in teaching and learning.

Several efforts⁵² made by General Ibrahim Babangida's military-led administration were of note in laying the foundation for the second phase of the emergence of private

⁴⁹ Owoeye, J. 2010. *The Place of Private Universities in Nigeria's Educational System*. Guest Lecturer, 76th Birthday Lecture of Honourable Chancellor Chief Sir, Gabriel Osawaru Igbinedion LLD., DLIT., GCK. CON, The Esama of Benin Kingdom. 4

⁵⁰ Oral interview with Mrs. Egwuonwu, O.K. Senior Assistant Registrar, Babcock University, Ilisan Remo, Ogun State. 10/04/13.

⁵¹ Adeogun, A. A., Subair, S. T. & Osifila, G.I. 2009. Deregulation of University Education in Nigeria: Problems and Prospects. *Florida Journal of Education Administration and Policy*. Vol. 3, Issue 1. 3

⁵² One of the efforts was Longe's Commission that was commissioned in 1991 to look into higher education in Nigeria, while one of the recommendations paved way for the involvement of private enterprise in the provision of university education in the country.

universities in Nigeria. These efforts further intensified by the regime of General Abdulsalam Abubakar were eventually brought into logical conclusion, following the emergence of the Fourth Republic on May 29, 1999.

However, the legal order in Nigeria was not favourable to enterprise of private universities until the period when local entrepreneurial involvement in higher education began. A move was spearheaded by Chief Sir, Dr. Gabriel Osawaru Igbinedion- a man who determined to provide from his home town the highest level education possible in the modern world. His university, Igbinedion University, Okada, was the foremost licensed private university in the country in 1999. A lot of factors emerged to promote a rethink of government policy towards establishment of private universities in Nigeria; it ranges from poor funding for facilities and emoluments to alternative access to higher learning among others. Also, Akintayo and Oghenekohwo aver that the need for the government to cater for the increasing number of post-primary school students who aspire to gain admission into higher institutions⁵³ further encouraged government's concession to allow private hands in providing university education in Nigeria.

However, a lot of developments and posers have evolved along the emergence of private university in the country from 1979 to 1984 (the first coordinated and concerted attempt at establishing private universities in Nigeria which later failed), 1984-1999, a period of interregnum in the history of private university in the country (this was marred by stringent economic situations of Structural Adjustment Programme and political instability) and, 1999 and 2015, that require analytical attention in this study. For instance, the current researcher observes that there are several perspectives from various quarters about the acceptability and non-acceptability of private participation in the provision of university education in the country. The discourse was argued from various viewpoints among which were Social Science, Political Science, Education among others. Nevertheless, there has not been any thorough or in-depth scholarly work on the historiography of private universities in Nigeria during our period of study. Therefore, this study was designed out to examine the history of private universities in Nigeria from 1979-2015.

⁵³ Akintayo, M. O. & Oghenekohwo, J. E. Private Initiative in University Education Investment and the context of Millennium Development Goals. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for Millennium Development. Essay in honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 531

1.2 Statement of Problem

The involvement of the private sector in the provision of university education is a global phenomenon. Previous studies on private universities in Nigeria have focused largely on the pedagogy and policies, with little attention paid to their historicity. This study was, therefore, designed to examine the history of private universities in Nigeria, with a view to analysing their growth, contributions and challenges from 1979, when the first major attempt at establishing private universities was made, to 2015, when private universities witnessed massive expansion.

The coming up of private university education in Nigeria was accompanied by two major schools of thought as regards private hands in providing tertiary enterprise in Nigeria. For instance, a school of thought (views of scholars such as Utulu, Oyebade, Salim, Obasi, Okedara and so on)⁵⁴ opines that the founding of private university in the country had resuscitated the gradual fall of quality of university education in Nigeria. The decline is believed to have had its root laid in the lack of adequate funding of the sector by the successive governments in Nigeria had adverse effect on the standard as well as quality of education.

Similarly, another school of thought (views of scholars such as Onokerhoraye, Akpotu and Akpochafo; Olokeke, Ajayi and Ekundayo; Osaghae and so on)⁵⁵ argues that the private incursion in the provision of university education in Nigeria does not worth a while. To them, those venturing into it do so to accumulate wealth at the detriment of both the parents and students in these universities. This, they justify by the high range of the students' tuition fees

⁵⁴ Utulu, C. C. 2001. Quality of University Education in Nigeria: Problems and Solution. *Journal of the Commonwealth Council for Educational Administration and Management* Vol. 29. No. 1; Oyebade, S.A. 2005. Privatization of Universities in Nigeria: implication for Educational Management. *Deregulating the Provision and Management of Education in Nigeria*. G. O. Akpa, S. U. Udoh and E. O. Fagbamiye. Eds. Jos: M.P. Ginac Concept Ltd; Salim, S. 2006. *Press Release on JAMB examination*. Cited in Ajayi, T. 2006. Private Higher Education in Nigeria. N. V. Varghese. Ed. *New trends in Higher Education: Growth and Expansion of Private Higher Education in Africa*. Paris: International Institute for Educational Planning; Obasi, I. N. 2007. Analysis of The Emergence And Development of Private Universities in Nigeria, 1999-2006. *JHEA/RESA* Vol. 5. Nos. 2 & 3: 46; Okedara, J.T. 2012. *The Making Of Bowen University: An Overview*. S.A. Ajayi and C. A. Okedara. Eds. Ibadan: Baptist Press Nig. Ltd; and Ajayi, S. A. 2014. *A History of Bowen University: An Account of the Conception, Birth and Early Years of Africa's Premier University, the Foreword note by Ojo, M. A.* (V. C., Bowen university). Ibadan: BookWright Publishers.

⁵⁵ Onokerhoraye, A.G. 2007. *The Challenges of Managing Crisis In The Tertiary Universities in Nigeria*. *Golden Jubilee Anniversary Lecture* In Honour of Prof. Olukayode Oyekanmi Oyesiku, 31st May, 2006; Akpotu N. E & Akpochafo, W. P. 2009. *An Analysis of Factors Influencing the Upsurge Of Private Universities in Nigeria*. *Journal of Social Science*. Vol. 18. No. 1; Ajayi, A. I. & Ekundayo T. 2009. Management of University Education in Nigeria: Problems and Possible Solutions. *Journal of Revitalization of African Higher Education*. Vol. 6 No. 4;

in the private university when weighing against the tuition fees paid by their counterpart in the public universities. The investors nonetheless, justified the reasons for the high tuition fees. To them, this stemmed from the stringent state of the Nigerian economy that ranged from devaluation of currency, high cost of living, to high cost of private generation of social amenities on campus such as provision of electricity and potable water, among others. Each of these views has its merits. The different perspectives about the emergence of private university in the country created the missing gap which this work fills in the historiography of social history.

1.3 Objectives of the Study

The study examines the historical circumstances surrounding the emergence of private universities in Nigeria, from 1979 to 2015. Specifically, the objectives of this research are to:

- i. historicise the evolution of higher education in Nigeria;
- ii. examine the historical trajectory of the development of private universities across the six-geopolitical zones of Nigeria up to 2015;
- iii. examine the socio-economic impact of private universities in Nigeria; and
- iv. interrogate the challenges facing private universities in Nigeria

1.4 Significance of the Study

Since social history is concerned with changes that have taken place over time, this study gives insight into various changing scenes that have taken place in private sector of university ownership and administration from 1979 to 2015, and their socio-economic impact on the Nigerian society as well as challenges they encounter during our period of study. Also, this study was undertaken, with a view to analysing the significance of private hands in the provision of university education enterprise and how the involvement had influenced Educational Policy in Nigeria by providing a suitable platform for the accommodation of new innovations in the curriculum development such as inculcation of entrepreneurial studies and some trade subjects in the curriculum. It equally helps in filling the gap of dearth of literature being the first comprehensive documentation of the history of private universities in Nigeria within the space of our period. The work generally aims at being a springboard to further research on the historiography of private university education in the country.

1.5 Scope of the Study

The time frame of this study is between 1979 and 2015, a period of thirty-six years. 1979 marked a significant watershed in the social and political history of Nigeria. Section 36 of the 1979 Constitution of the Federal Republic of Nigeria clearly encourages individuals; corporate as well as religious organisation to establish their own universities, though, it was not gazetted by the government, hence, the first attempt did not go beyond four years (1979-1984) as it was proscribed by the Major General Muhammadu Buhari military administration by decree 19 of 1984. Therefore, the period between 1984 and 1999 could be described as an era of interregnum in the history of private university in the country, as private university enterprise was marred by stringent economic situations of Structural Adjustment Programme and political instability. The period was further characterised by unannounced planning towards ensuring the resurgence of private university in the annals of university education in Nigeria. 1999 marked the return to civil rule which did not only lead to the birth of the Fourth Republic it equally led to the birth of second attempt towards public-private participation in university education in the country when three pioneer universities, Babcock, Igbinedion and Madonna Universities were granted provisional licenses of operation on 10th May, 1999. This denotes the second and the enduring attempt which had continued even beyond the terminal period of our study.

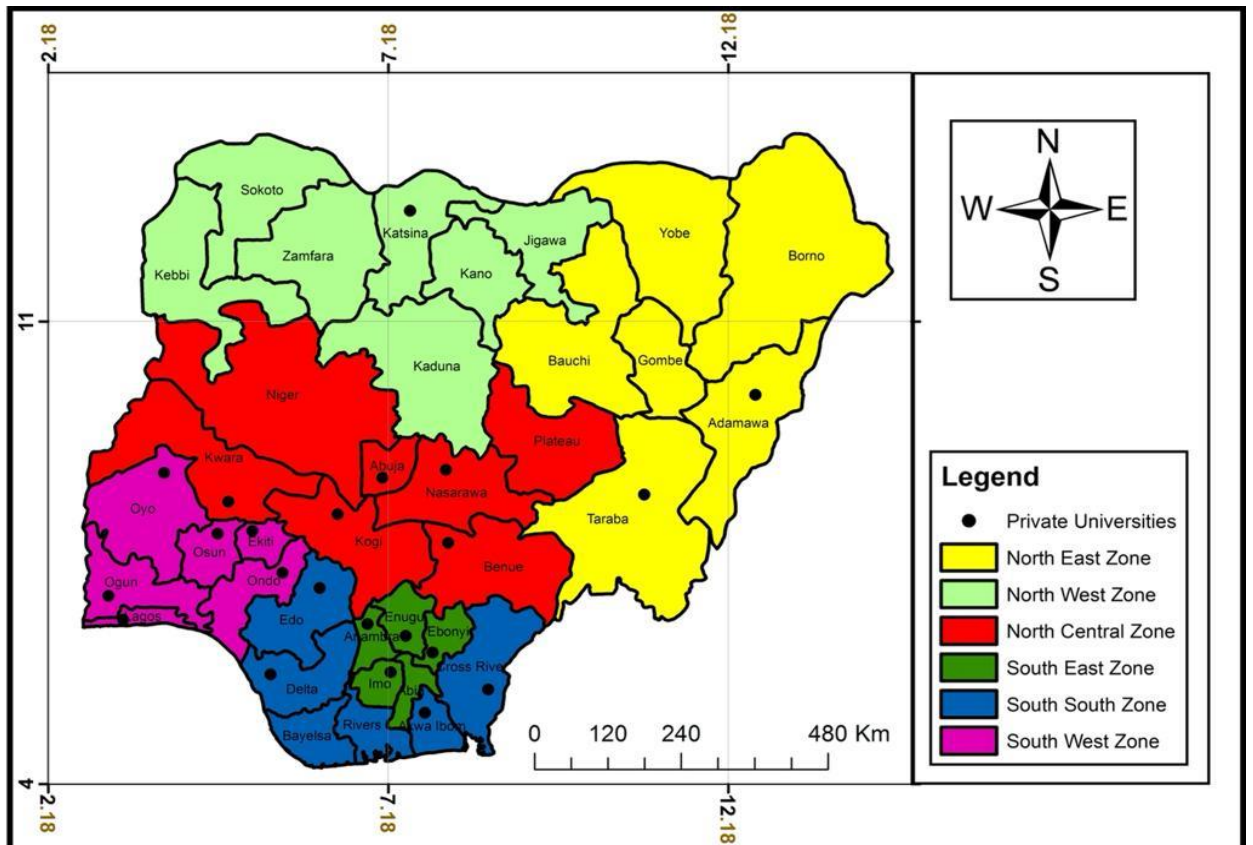
The year 2015 is significant to this study. First, the year marked the end of People's Democratic Party (PDP) administration which further expanded the proper foundation laid by the previous military-led government for the development of private university in Nigeria few days to the inauguration of civilian administration in 1999. Second, the year 2015 was equally important in the history of private university in the country because ten⁵⁶ private universities were denied full accreditation by the National Universities Commission while the license of CETEP University, Lagos was withdrawn and the University short down. This was due to inability to meet up with the required standards. According to Okojie,⁵⁷ the remaining ten affected universities were given two years to get their full accreditation but failed to get it in

⁵⁶ The affected Universities are; Wesley, Ondo; Landmark, Omu-Aran; Achievers, Owo; Samuel Adegboyega, Ogwa; Rhema, Obeama-Asa; Tansian, Oba; Wellspring, Benin-City; Oduduwa, Ipetumodu; Paul, Akwa; Baze, Abuja; and Obong, Obong-Ntak

⁵⁷ Okojie, Julius was the Executive Secretary, National Universities Commission, Abuja

three years. This was a landmark achievement in the history of private university in the country. While the list of affected universities was made public, the penalty that follows was equally publicised. This is a pointer that the government was determined to sanitise the system by all means. He notes that NUC monitors, inspects and penalises them through the accreditation which was hitherto alien to the university system in Nigeria. And lastly, And, lastly, the year witnessed massive increment in the numerical strength of private universities in the country with the approval given to eleven more universities thereby making the total number of these universities 60 during our period of study.

Figure 1.1: Map of Nigeria showing the area of study



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1.6 Sources and Methodology

The historical approach was adopted, while the interpretive design was used. Primary and secondary sources were utilised. Six universities were purposively selected across the six geopolitical zones: Babcock University, Ilisan-Remo (Southwest), Madonna University, Okija (Southeast), Igbinedion University, Okada (South south), AL-Qalam University, Katsina (North west), American University of Nigeria, Yola (North east) and Baze University, Abuja (FCT). In-depth interviews were conducted with 129 purposively selected respondents aged between 25 and 91, due to their knowledge of private university education. They were 16 proprietors, 68 principal officers, 11 members of the National Universities Commission and 34 members of the host-communities. Secondary sources were books, journals and other relevant publications. Data were historically analysed.

1.7 CLARIFICATION OF TERMS

1.7.1 Concept of Private Universities

Private universities are those institutions established privately by individuals, a group of people, religious bodies, communities or organisations with the government's permission. They are established with the intent of spreading the opportunities of university education among larger number of qualified students that were not offered admission into the public universities due to inadequate carrying-capacity of these universities.

Private universities in Nigeria can be categorised basically into two. They are faith-based and non-faith-based universities. Most times, faith-based types of universities are institutions that are solely founded and financed by religious organisations (Christians or Muslims). Such universities, especially those established by the Christian faith organisation are, usually but not in all cases, named after leaders of such founding church(es) or after the missionary that spearheaded the mission work of the church in the country or in the region. A good example of these universities is McPherson, Ajayi Crowther and Bowen Universities and so on.

1.7.2 Concept of Faith-Based Private Universities

Faith-based private universities in Nigeria can be categorised into two. They are Christian religious faith universities and Islamic religious faith universities. All these universities offer programmes that focus on religious epistemologies, that is, either Christian or Islamic beliefs

or traditions. Most times, their sponsors are religious bodies that have their headquarters within and/or outside the country. In addition, the motives of most of these sponsors are specifically to ensure that students acquire faith-based values alongside quality education. They have certain expansive objectives that revolve around adding a distinctive moral dimension to university education. Hence, the vision and the mission statements of these universities especially the faith-based ones enunciated by their founding fathers of being "...combine godliness with a strong sense of ethical responsibilities."⁵⁸ Also, they have the dimension of continuity based on the already established education system exposed to at both primary and secondary levels. This basic identity they might not value when they gained admission into secular higher institutions other than faith-based universities.

Similarly, there are positions that most of these universities would not allow anyone in spite of the academic attainment to vie for, because of the sensitivity of the positions. For instance, a non-member of these religious organisations rarely attains principal positions in such universities. These positions include; Vice-Chancellor, Deputy Vice-Chancellor, Registrar, Bursar, among others. Besides, their academic qualifications, those vying for principal positions must be ardent members of such religious bodies. This is important because, these groups of people are regarded as the custodians of the religious tenets and laws guiding their faith and the university system. In order not to lose the mission, the vision as well as the essence of the existence of the university, the management becomes very meticulous about choosing people who would occupy these sensitive positions⁵⁹.

Babcock University at Ilisan Remo; Crawford University, Igbesa; Wesley University of Technology, Ondo (now Wesley University, Ondo); Crowther University, Oyo; Bowen University, Iwo; McPherson University, Seriki Sotayo, among others are examples of universities affiliated to the churches that give them financial, spiritual and moral support, The Islamic universities are supported by the Islamic faith, tenet and traditions. Among these universities in Nigeria are Fountain University, Osogbo, and, Al-Hikmah University, Ilorin.

⁵⁸ Ajayi, S. A. 2014. *A history of Bowen University: An Account of the Conception, Birth and Early Years of Africa's Premier Baptist University*. Ibadan: Bookwright Publishers. 223

⁵⁹ Oral interviews with Egwuonwu, O.K. Senior Assistant Registrar, Babcock University, Ilisan Remo, Ogun State. 10/03/13 and Ojo Abayomi, the Deputy Registrar and the Director, Corporate Affairs Department, Crawford University, Igbesa. 14/03/13.

Similarly, there are some faith-based private universities owned by individuals or personally driven but are mission oriented. These universities are founded by the missionary based on the discretion of the proprietor of the religious organisation. According to Adeniran & Gbadamosi, these universities have board of regents (including the immediate family members) but the founder of the mission remains the sole proprietor who ratifies the decision taken by the board in the administration of the university.⁶⁰ Courses offered in this type of university are similar to the faith-based universities which include religious epistemologies – beliefs or traditions. Most times, their motive is to ensure that students acquire traditional and faith-based values in addition to qualification alongside quality education. They also have certain expansive objectives that revolve around adding a distinctive moral dimension to university education. Often times, the dimension of leadership continuity are based on the pedigree system. This means that at the demise of the founder, the wife or the son automatically takes over the leadership of the organisation.

Some of them charge high rate of fees far more than the faith-based universities (owned by religious bodies). Their source of funds includes student fees (which largely depend on the number of students), proprietors' financial capability, mission's financial assistance and goodwill of the general public. Examples of such universities are Benson Idahosa University, Benin; Covenant University, Sango-Ota; Mountain Top University, Mowe; among others.

1.7.3 Concept of Non-Faith-based Private Universities

Non-faith-based universities are referred to as the type of private universities owned by either corporate bodies or individuals. Most proprietors of these universities are investors that are optimistic that the investment would yield profit after a specific period of time. Some of them charge high rate of fees more than the faith-based universities. Their source of funds includes student fees (which largely depend on the number of students) loans and proprietors' financial capability, and goodwill of the general public.

Most of the programmes offered in these universities are considered as market-friendly. As such programmes like Accounting, Computer-Science, Marketing, Mass

⁶⁰ Adeniran, M. O. & Gbadamosi, O. A. *Legal status of private universities in Nigeria*. In private university education in Africa: issues and challenges. Aja. G.N.D & Nwaomah, S. M. 2012. Eds. Nigeria: Babcock University Press. 5

Communication, Economics and so on are prominent in this category of universities. They are equally more of private business enterprise. "...some higher institutions offer special or selected programmes and these type of institutions are known and better considered as 'boutique' [unconventional] institutions while compared to the so called 'supermarket model' [conventional] of government owned universities..."⁶¹ In addition, they attempt to attract customers (the general public, potential students, parents and potential employers of graduates) so as to maximise profits through the introduction of programmes that are regarded as viable in the labour market. Examples of such universities are; Baze University, Abuja; Elizade University, Ilara-Mokin; Crescent University, Abeokuta; among others

1.8 Literature review

To demonstrate how this work fits into and fills the missing gap in the existing literature, it becomes imperative to commence with a brief review of the works previously done on history of education as well as university education in Nigeria. Meanwhile, only few works that are directly relevant to this study were thematically appraised under four major themes, namely education in the colonial Nigeria; university education in Nigeria; private university in the Nigerian perspective; and general works of scholars on private higher education.

First, there are works that focus on British colonial policies on education in Nigeria and Sub-Saharan Africa. Examples of such works are those of Ijaduola (1998), Osokoya (2002), Fafunwa (2004), Fabunmi (2005), Imam (2012) and Sulaiman (2012).⁶² They historicise and critically analyse the aim of education that was given by the missionaries. They posit that it was to enable recipients to have the knowledge of how to read the Bible, and to learn the act of writing the language of the local people, to train the local teachers, catechists, and clergymen since the major aim of Christian missionaries was to propagate Christianity.

⁶¹ Varghese, N. V. 2006. Growth and Expansion of Private Higher Education in Africa. *New Trends in Higher Education: Growth and Expansion of Private Higher Education In Africa*. N. V. Varghese. Ed. Paris: International Institute for Educational Planning. 27.

⁶² Ijaduola, K. O. 1998. *Education in Nigeria: An Historical Perspective*. Ijebu-Ode: Lucky Odoni (Nig.) Enterprises; Osokoya, I. O. 2002. *History of Policy of Nigerian education in World Perspective*. Ibadan: AMD Publishers; Fafunwa, A. B. 2004. *History of Education in Nigeria*. Ibadan: NPC Educational Publishers Ltd; Fabunmi, M. 2005. *Historical Analysis of Educational Policy Formulation in Nigeria: Implication For Educational Planning And Policy*. International Journal of African & African American Studies. Vol. IV. No. 2; Imam H. 2012. *Educational policy in Nigeria from Colonial Era to the Post-Independence Period*. Italian Journal of Sociology of Education. 1; Sulaiman F. R. 2012. Internationalization in Education: the British Colonial Policies on Education in Nigeria 1882-1926. *Journal of Sociological Research*. Vol. 3, No. 2

Osokoya specifically states that the 1882 Education Ordinance was too narrow in scope as it imitated the British model of elementary education Act of 1870. The Act aimed at satisfying the needs of England at the time. In England during the time, there were several administrative units on ground that makes the school Board effectively functioned. This however did not adequately meet the needs of Nigerian children. For this reason, the policy never met the people's aspirations.

Fafunwa and Fabunmi argue that the educational policy of 1948 was a milestone in the British colonial policy in Nigeria. This was because for the first time, legislation on education was put in place to cover the entire region. They clearly state that the policy failed to cater for Nigerian child's educational development, unlike the unwritten curricula of traditional education. This was however informal in nature. They argue that such curricular should involve total child's development; physical and intellectual capabilities, character, and a sense of belonging to the immediate community as well as respect for parents and elders, acquiring of specific vocation, while appreciating the community cultural heritage. They equally discuss the 1952 education ordinance with the attendant implication of the creation of three regions in the country, Thus, each region was given the mandate to develop its own educational policies favourable to the immediate society. By implication, the enactment of this policy further spaced the education gap between the north and the southern part of Nigeria. Their work contributed significantly to the historiography of social history of Nigeria which is of immense value to this work.

Second, the works of Mellanby (1958), Fafunwa (1971), Osoba and Fajana (1980), Toyé (1984), Akinbote and Omolade (1994), Ijaduola (1998), Wakiti and Jatau (1999), Olukoshi and Zeleza (2004), Oni (2012) and Osokoya (2012)⁶³ extensively discuss the

⁶³ Mellanby, K. 1958. *The Birth of the Nigeria's University*. London: Methuen & Co Ltd; Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd; Osoba, S.O. and Fajana, A. 1980. Educational and Social Development during the Twelfth century. *Groundwork of Nigerian history*. O. Ikime. Ed. Ibadan: Heinemann Educational Books Nig Plc.; Toyé, S. A. 1984. *Proliferation of Universities, the Nigerian Experience*. A Paper delivered at the Conference of Registrars of Nigerian Universities; Akinbote, O. & Omolade, E. O. 1994: Politicization of University Education: The Nigerian Experience. *Nigerian journal of research and development in higher education*. Vol. 1. Nos 1 & 2; Ijaduola, K. O. 1998. *Education in Nigeria: An Historical Perspective*. Ijebu-Ode: Lucky Odoni (Nig.); Wakiti, A. J. and Jatau, M. K. 1999. Effective Education For National Development And Survival Beyond The Year 2000 in Nigeria. *Reflections on Contemporary Issues In The Socio- Political And Economic Development of Nigeria*. J. O. Akinbi. Ed. Ibadan: Ben Quality Prints; Olukoshi, A. & Zeleza, P. T. 2004. The African University in the Twenty-First Century: Future Challenges and A Research Agenda. *African Universities in the Twenty-First Century*. UNISA Press; Oni, J.A. 2012. Reflections on the Growth and Development of University Education in Nigeria. *Journal of*

historiography of university education before the independence in Nigeria and post colonial Nigeria. They historicise the evolution of the foremost higher institutions in the Nigeria that is, Yaba Higher College, founded in 1934. Their arguments centre on myriads of problems that militated against the College and subsequent high rate of dropout of students due to sub-standard quality of education. The work remains relevant to this study.

They succinctly describe the circumstances that led to the establishment of the University College, Ibadan. They argue that the University was founded in 1948, as a result of the reports of the Commission on Higher Education in West Africa and the Commission on Higher Education in the Colonies, and the recommendations of the Inter-University Council, which the Secretary of States approved in 1947. Their works provided relevant information needed by this study.

They equally discuss how the Supreme Military Council in August 1972, pronounced that the government at the apex level should thenceforth assumed full responsibility on higher education, thus, transferring the provision of university education from the concurrent list to the Federal exclusive list. They state that the Federal Military Government adopted all universities from the regional governments, thereby discouraging the establishment of regional universities.

They state further that in a bid to encourage Science and Technology in line with the 6-3-3-4 education system, the Alhaji Shehu Shagari-led civilian government in 1980 established seven Universities of Science and Technology: Akure; Bauchi; Minna; Makurdi; Abeokuta; Owerri; and, Yola. However, both Universities of Science and Technology, Abeokuta and Makurdi were converted to Universities of Agriculture in pursuance of the Shagari's administration agenda of 'Food Revolution' that focused on boosting agricultural production in Nigeria. In addition, they argue that the need to increase industrialisation in the country encouraged most states that established their own universities. Thereafter, more universities began to spring up in all the States of the Federation. All these works remain relevant to this study in that they provide us with the information on higher education in Nigeria

Science and Educational Policy (BJSEP) Vol. 6. No. 1; Osokoya, I. O. 2012. *History of Policy of Nigerian Education in World Perspective*. Ibadan: AMD Publishers

Third, there exist the works of scholars such as Toye (1984), Barrow (2004), Omotosho (2008) and Osagie (2009).⁶⁴ They particularly engage private universities discourse from the Nigerian perspective. Toye, Barrow and Osagie state that the first unsuccessful efforts to found private universities in the country were during the Second Republic (1979–1983). During the period, about twenty six (26) private universities emerged due to the pronouncement of the Supreme Court of Nigeria. They argue that these universities could not stand the test of time as a result of uncoordinated logistics, limited infrastructural facilities, as well as poor administration, among others. They further argue that some of the universities were widely seen then as glorified secondary schools with low academic standard in terms of manpower (human resources). Toye points out that what gave in to the birth of individually owned established universities in the country was the constitutional position of the Supreme Court on 30th March, 1983 in the case of Dr. Basil Ukaegbu versus the Attorney General of Imo State. Court’s decision encouraged any individual and private Agencies to found university in the absence of any law passed for such purpose.

Osagie argues that several allegations prompted the government to ban the activities as well as tagging the establishment of private institutions in the country as illegal. Such allegations include; fear that they might not be able to provide quality education; reports that some devious people in the country had started extorting innocent Nigerians who were in dire need of university education by collecting a huge amount of money from them, promised to help them secure admission into a university which they never did, among others. Thus, all these led to the closure of the 26 established private universities in Nigeria through the promulgation of Decree No. 19 of 1984. In corroboration, Omotosho posits that the indiscriminate influx of various private organisations establishing their private university prompted the federal government to promulgate Decree 19 of 1984 which abolished all private universities and prohibited the establishment of new ones. This was done in an attempt to restore sanity and ensure that liberation of university education delivery did not compromise

⁶⁴ Toye, S. A. 1984. *Proliferation of Universities, the Nigerian Experience*. A Paper delivered at the Conference of Registrars of Nigerian Universities; Barrow, M. 2004. *Development in Private Post-Secondary Education in Nigeria*, 1996. *Private Post-Secondary Education in Four Commonwealth Countries*. A. Schofield. Ed. Paris: UNESCO; Omotosho, M. O. Private Sector and University Education system in Nigeria: A Review and Synthesis. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for Millennium Development. Essay in Honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 512; Osagie, A. U. 2009. *Change and Choice: The Development of Private Universities in Nigeria*. Benin City: Rawel Fortune Resources.

standard and quality. This work analyses the historical antecedents that led to the emergence of early private universities in Nigeria. The work provides relevant information that is related to this study.

There are works of scholars that lauded the appearance of private university in Nigeria while there are some that play down the positive perspective of the incursion of private sector in the annals of university education. Some of these scholars are; Akangbou (1990), Utulu (2001), Oyebade (2005), Salim (2006), Obasi (2007), Onokerhoraye (2007), Akintayo and Ogbenekobwo (2008), Osagie (2009), Adeogun *et al* (2009), Olokede (2009), Ajayi and Ekundayo (2009), Akpotu and Akpochafo (2009), Osaghae (2011), Okedara (2012) and Ajayi (2014).⁶⁵ These scholars believe that private universities emerged when the standard of education had fallen if not tending towards irreparable. They argue that regardless of the strong pulls of the government university model, privately owned universities are making concerted attempt to be different. These scholars argue that private universities are doing so in order to guide against ‘mistake’ of older universities, which facilitated their failure. One of such mistakes, incessant strike actions and demonstrations that rendered the public higher institutions powerless is the free reign permitted to students and labour unions. It is reported that one of the immediate dividends of prohibition of unionisation led to near-total stability of

⁶⁵ Adaralegbe, A. Ed.; Utulu, C. C. 2001. Quality of University Education in Nigeria: Problems and Solution. *Journal of the Commonwealth Council for Educational Administration and Management* Vol. 29. No. 1; Oyebade, S.A. 2005. Privatization of Universities in Nigeria: Implication for Educational Management. *Deregulating the Provision and Management of Education in Nigeria*. G. O. Akpa, S. U. Udoh and E. O. Fagbamiye. Eds. Jos: M.P. Ginac Concept Ltd; Salim, S. 2006. *Press release on JAMB examination*. Cited in Ajayi, T. 2006. Private Higher Education in Nigeria. N. V. Varghese. Ed. *New Trends in Higher Education: Growth and Expansion of Private Higher Education in Africa*. Paris: International Institute for Educational Planning; Onokerhoraye, A.G. 2007. *The Challenges of Managing Crisis in the Tertiary Universities in Nigeria. Golden Jubilee Anniversary Lecture* in Honour of Prof. Olukayode Oyekanmi Oyesiku, 31st May, 2006; Obasi, I. N. 2007. Analysis of the Emergence And Development of Private Universities in Nigeria, 1999-2006. *JHEA/RESA* Vol. 5. Nos. 2 & 3: 46; Akintayo, M. O. & Oghenekohwo, J. E. Private Initiative In University Education Investment and the Context of Millennium Development Goals. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for Millennium Development. Essay in Honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd; Osagie, A. U. 2009. *Change and Choice: The Development of Private Universities in Nigeria*. Benin City: Rawel Fortune Resources; Adeogun, A. A., Subair, S. T. & Osifila, G.I. 2009. *Deregulation of University Education in Nigeria: Problems And Prospects*. Florida Journal of Education Administration and Policy. Vol. 3, Issue 1; Ajayi, A. I. & Ekundayo T. 2009. Management of University Education in Nigeria: Problems and Possible Solutions. *Journal of Revitalization of African Higher Education*. Vol. 6 No. 4; Akpotu N. E & Akpochafo, W. P. 2009. An analysis of factors influencing the Upsurge of Private Universities in Nigeria. *Journal of Social Science*. Vol. 18. No. 1. 4; Okedara, J.T. 2012. *The Making of Bowen University: An Overview*. S.A. Ajayi and C. A. Okedara. Eds. Ibadan: Baptist Press Nig. Ltd; and Ajayi, S. A. 2014. *A History of Bowen University: An Account of the Conception, Birth and Early Years of Africa's Premier University, the Foreword note by Ojo, M. A. (V. C., Bowen University)*. Ibadan: BookWright Publishers.

academic calendars and that higher education was liberalized to create more space for those willing and qualify for university education; confront the challenge of scarce educational resources; hoist alternative ways of financing educational system; enhance efficiency; improve the quality of university education; correct the irregular academic calendar as well as aligning with standards in other parts of the world.

Meanwhile, Ajayi argues that a major improvement in the historical trend of university education in the country is the evolvement of private universities from about the last decade of the 20th century, a development which clearly epitomises the dynamic nature of educational policies in the country, as elsewhere. He concurs to the knowledge that private universities were going to serve as alternative choice to parents and their wards, most of whom never attended public schools at the lower level. These had been well demonstrated by the Christian faith-based private universities, while their broad objectives revolve around distinctive moral dimension of continuity based on already established educational system at the primary, secondary, and teachers training colleges which are often lost when their products cross over to higher educational institutions outside the faith-based training hitherto received. In corroboration, Akintayo and Ogbenekobwo posit that private university system in Nigeria no doubt offers potential viable alternative for increase access to university education not necessarily incurring cost to the government was a good reason for the founding of private university in the country.

Be that as it may, there are some scholars whose works tilted towards contradicting perspective of the private incursion in providing higher education in the world generally and Nigeria in particular. Some scholars such as Onokerhoraye (2007), Akpotu and Akpochafo (2009), Olokede (2009), Ajayi and Ekundayo (2009) and Osaghae (2011)⁶⁶ are of the opinion that proprietors and stakeholders that have invested in private university education have capitalised on the failure of the Nigerian state in her financial obligations to the public universities. Olokede argues that private universities charge high tuition fees, for wealth

⁶⁶ Onokerhoraye, A.G. 2007. *The Challenges of Managing Crisis in the Tertiary Universities in Nigeria. Golden Jubilee Anniversary Lecture* in Honour of Prof. Olukayode Oyekanmi Oyesiku, 31st May, 2006; Akpotu N. E & Akpochafo, W. P. 2009. *An Analysis of Factors Influencing the Upsurge of Private Universities in Nigeria.* Journal of Social Science. Vol. 18. No. 1; Ajayi, A. I. & Ekundayo T. 2009. Management of University Education in Nigeria: Problems and Possible Solutions. *Journal of Revitalization of African Higher Education.* Vol. 6 No. 4; Osaghae, E. E. 2011. *The Development of Private Universities in Nigeria: Opportunities and Challenges.* Paper presented at the *National Stakeholders' Workshop on Private Universities in Nigeria*, on 17th May.

accumulation rather than assisting the society out of her educational decay. The move was also criticised on the ground that these universities may not turn out the expected worth of graduates as the owners are strictly after returns on their investment.

Olokede specifically points that the notion of privatisation was borne out of the quest for national egalitarianism. That is, to avail indigent individuals who are academically inclined the opportunity to receive higher learning in the country. He further argues that the genuine intention of privatisation of education in Nigeria has been defeated because the elites are at the beneficial ends while those that could not afford the financial demands are denied the opportunities as attending private higher institutions are at the reach of few ones whose parents have the financial/economic power. According to Olokede, Ajayi and Ekundayo, private organisations generally are profit-driven and they like to invest in projects that will give them the most benefits. They equally make reference to a submission of one of the proprietors of the private universities that, if candidates are unable to secure admission due to high requirements, they should come to their university. They concur that “this is a pointer that soonest, if care is not taken, some private higher institutions will soon turn to hide-outs for academically weak, and morally bankrupt sets of candidates. Akpotu further argues that the wealthy businessmen who have tasted the profitability at a minimal level equally aim at founding private universities this they do in order to amass wealth at the detriment of both the parents and the candidates who are in dire need of university education that were not given admission as a result of limited carrying-capacity of public universities.

Equally important in this discourse are the general works of scholars as regards the proliferation of higher education in Nigeria and Africa in general. Among these scholars include Sanyal (1998), Jubril (2003), Varghese (2004), Moja (2004), Abagi (2005), Ndiaye (2006), Tumwesigye (2006), Chivore (2006), Kuhanga (2006), Mabizela (2006), and Bjarnason (2009).⁶⁷ Varghese specifically argues that the realisation of the significance of well

⁶⁷ Sanyal, B. C. 1998. *Diversification of Sources and the Role Of Privatization in Financing of Higher Education in the Arab States Region*. International Institute for Educational Planning. No 30; Jubril, Munzali. 2003. *Nigeria in Teferra, D. and Altbach, Phillip, G. ed. 2003. African Higher Education An International Reference Handbook*. Bloomington: 492-499 in Varghese, N. V. 2004. *Private Higher Education in Africa*. International Institute for Educational Planning; Moja, T. 2004. Policy Responses to Global Transformation by African Higher Education Systems. *African Universities in the Twenty-First Century*. P. T. Zeleza and A. Olukoshi. Eds. Volume I. South Africa: UNISA Press; Abagi, O., Nzomo, J. & Otieno, W. 2005. *Private Higher Education in Kenya*. Cited in Varghese, N. V. ed. *New Trends in Higher Education*. IIEP Printshop; Tumwesigye, G. *Private Higher Education in Uganda*. In Varghese, N. V. ed. 2006. *Growth and Expansion of Private Higher Education in Africa*. UNESCO; Bjarnason, Svava. 2009. *A New Dynamic: Private Higher Education*. UNESCO; Ndiaye, A.

trained and qualified manpower fully equipped to administer the economy, formulate policies especially those that would involve educational sector spur most countries to emphasis the development of higher education. They argue that up till the 80s, both advanced countries and emerging economies made efforts. Nevertheless, during the 80s and early 1990s, most underdeveloped nations are not doing well in the area of expanding of higher education system. Developed nations however responded to the dwindling in the state support with the subsidies withdrawal on higher education while emerging countries introduced several reforms that reduced the reliance on the government so as to continue the existence of higher education. These reforms include cost-reduction and sharing, cost-sharing approaches and improved income generating endeavours.

In addition was the introduction of Structural Adjustment Programmes (SAP). This policy was meant to act as reduction strategies of fiscal deficit with the aid of investment in social sector; market ideology and popularly known market-friendly reforms. All these motivated private investments in education as well as channeling of public funds from tertiary to basic education in emerging economies in particular.

They equally argue that globalisation further increased the justifications to go beyond the public higher institutions. They state that private universities especially, those in operation collaborate with foreign institutions in USA, Australia and Europe (developed World). The development which marked a definite paradigm shift in conceptualizing the expansion of university education from a public body to a market-based service to be offered on demand and for a price, and traded with other countries if need be.

They further argue that with the knowledge of information technologies, knowledge transcends national boundaries quick and more responsive than people or capital. This makes knowledge economy global, in their operation and orientation. Information technology has globalised higher education as a transnational operation. Again, deregulation and liberalisation

L. *Birth and Development Of Private Higher Education in Senegal*. in Varghese, N. V. ed 2006. Growth and Expansion of Private Higher Education in Africa. UNESCO; Chivore, B. R.S. *Private Higher Education in Zimbabwe*. In Varghese, N. V. 2006. Growth and Expansion of Private Higher Education in Africa. UNESCO; Kuhanga, N. A. *Private Higher Education in Tanzania*. In Varghese, N. V. ed. 2006. Growth and Expansion of Private Higher Education in Africa. UNESCO; Mabizela, 2006. *Recounting the State of Private Higher Institutions in South Africa*. New Trends In Higher Education: Growth And Expansion Of Private Higher Education in Africa. N. V. Varghese. Ed. Paris: International Institute for Educational Planning; Fielden, John. 2008. *Global Trends in University Governance*. Education working paper series. No 9; Thaver, B. 2006. Private Higher Education in Africa: six countries case study. *African Higher Education: An International Reference Handbook*. D. Teferra and P. G. Altbach. Eds. Bloomington: Indiana Press.

policies encouraged the cancellation of subsidies and the introduction of the user fees. Thus, entrepreneurs became interested in providing most facilities the government could not adequately provide for her citizenry, though the service costs a lot of fortune to the end users.

Ajayi & Okedara opine that one may ask why many parents outside the country have a preference for private higher institutions in spite their expensive nature? To them, the answer is not farfetched because some private institutions have made good names for themselves. Some parents who can meet the expense of sending their wards to institutions such as Harvard University, Cambridge and Oxford Universities, and the likes see it as a mark of prestige.⁶⁸ They explain further that such citadels of learning are at vantage position and fully equipped in terms of both the human and material resources, while products from such institutions tend to have better opportunity to gainful employment and connections than their colleagues from both the public and private institutions. All these works are very relevant as they provide useful information needed for this study.

The contradictory perspectives of scholars about the emergence of private higher institutions in the annals of university education especially in Nigeria mentioned in the above review stimulated the present study which necessitated the investigation of some of the fundamental missing gaps in order to make its own contribution to the historiography of private university education in Nigeria.

1.9 Justification for the Study

The review of existing literature shows that several aspects of the narratives of private universities in the country have been neglected especially in the areas of their impact and challenges. Also, the discourse had been argued from various viewpoints among which were Social Science, Political Science, Education while some were comparative analysis of private and public universities and so on. As such, there has not been any thorough or in-depth scholarly work on the historiography of private universities in Nigeria during our period of study. This study therefore, remains a major detail/comprehensive documentation in the narratives of the historiography of private universities in Nigeria within our period of 1979 to 2015.

⁶⁸ Ajayi, S. A. & C. A. Okedara. Eds. 2012. *The Making of Bowen University: An Overview*. Ibadan: Baptist Press. 20

CHAPTER TWO

HISTORY OF PRIVATE UNIVERSITIES IN NIGERIA UP TO 1999

Before the British government made Lagos a colony in 1861 and later the rest of what is known as Nigeria, the missionaries had already started to operate in certain parts of Nigeria.⁶⁹ They had built elementary schools.⁷⁰ However, recommendation for private input in the education sector by the Phelps Stokes Commission of 1920 never saw the light of the day until 1920. It was in 1922 that the commission released her report. The report was presented in the form of memorandum (White Paper) in 1925. Article 1 of the agreement clearly states that the government has the power to plan policy of education as well to control all institutions of education while efforts, especially voluntary ones be promoted. Also, the memorandum states that the government should establish Boards of Education.⁷¹ Notwithstanding, there was no tangible moves made by the successive governments at the time, particularly on university education in Nigeria. Imafidon states that many reasons could be adduced to why the move for private involvement was discouraged by the government. He states that the idea of founding private university in Nigeria first came up in the 1960s. The idea died a natural death at the time due to government absence of tolerance, rejection as well as inadequate funds that was first debatable in the 1960s. Osagie also notes that certain individuals made efforts to found individually owned university Nigeria. He avers that the move was unsuccessful due to several allegations leveled against them among which were due to poor quality of courses offered in nearly all these universities and the fear of producing incompetent graduates.⁷²

Be that as it may, education in its entirety is not constrained in whatever form. It is dynamic in nature. Evolution, growth as well as development of higher institutions in Nigeria like other countries elsewhere are in phases. Most times, they were founded to meet specific needs of the changing trends in the contemporary world of their time. So, as the need is met,

⁶⁹Fafunwa, A. B. 1971. *A History of Higher Education in Nigeria*. Lagos: Macmillan & Co Ltd. 21

⁷⁰ The Oldest Secondary School in Nigeria, C. M. S. (Anglican) Grammar School, Lagos was opened June 6th 1859, under the principalship of the Rev. B. Marcauley, Father of Herbert Marcauley

⁷¹ Fafunwa A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 133.

⁷² Osagie, A. U. 2009. *The Development of Private Universities in Nigeria: Change and Choice*. Benin: Rawel Printing Press. 9.

the tempo continues to increase in order to move to another level of advancement so as to achieve further, evolving innovative trends and development. Higher institutions in general or universities in particular are therefore, described according to the age of their evolvement and the objectives they are set out to achieve. Evolving from this backdrop, one could say that in Nigeria for instance, some of these universities could be referred to according to their age of emergence. For instance, in Nigeria, they could be regarded as the Colonial University;⁷³ the First Republic University;⁷⁴ the Second Republic University;⁷⁵ and the current Private University.⁷⁶

On a general note, they all share a distinctive role and contribute at one time or the other to the development of both human and material capital so as to cope with the changing trends in their contemporary world. The fact that education is the bedrock upon which socio-political and economic transformations of any dynamic society thrives can never be overemphasised. Thus, globally, the recognition of education as a developmental tool upon which knowledge and growth of the economy depend to a large extent necessitated the yearning for ever increasing required knowledge to cope with the changing scenes of technological advancement either in the past or the modern-day world. This is because the academic changes of the late 20th and early 21st centuries are more far-reaching due to their global nature⁷⁷ and the people they affect. University therefore, presents a viable environment where individuals develop personal capabilities to function as well as contributing to the overall survival of the society. Generally speaking, a university can be vividly described as a place or citadel of learning where peoples from all walks of life are acquiring relevant

⁷³ This university was founded on the eve of independence in Nigeria

⁷⁴ These group of universities were established immediately after political independence

⁷⁵ These universities were founded after the funding of university education was removed from the Federal Government of Nigeria's exclusive list to the concurrent list, thus allowing the State to establish her own universities. It equally allowed for the creation of specialized university that caters for specific academic development in terms of agricultural and technological development

⁷⁶ This is a contemporary phenomenon that emerged as result of globalisation, information technology and above all, the high rate of unemployment of graduates. Generally these universities offer courses that are market-friendly. Varghese referred to them as 'Boutique institutions,' which cost of running their courses requires less funds as compared to the 'supermarket model' of public universities which tend more towards research that is more capital intensive. See, Varghese, N. V. 2006. Growth and Expansion Of Higher Education In Africa. *New trends in the higher education: growth and expansion of private higher education in Africa*. N. V. Varghese. Ed. Paris: International Institute for Educational Planning. 17

⁷⁷ 21st c. Realities have magnified the importance of global context. The world is presently described as a global village due to globalisation and internationalization. Globalisation is the reality shaped by world economy, information and communications technology (ICT)

knowledge, skills and values that make them productive by contributing meaningfully to their society.

This section, examines the historical progress of higher learning in Nigeria up to 1984 with the different changing scenes in higher learning arena in the country at the time.

2.1 Higher Education in the Pre-Colonial and Colonial Period, up till 1948

On the eve of British conquest of Nigeria, and ensuing Colonial rule, the area known as Nigeria today was largely referred to as empires, chiefdoms or kingdoms. At the central and eastern part, there exist small chiefdoms that formed semi-autonomous communities. Muslims dominated the northern part of Nigeria hence; Islamic religion was deeply entrenched in the life of the people's belief, ethos, mentality and tutelage orientation due to the uniformity of policy of Quranic education.⁷⁸ Each ethnic group in southern parts had her own traditional type of learning on the premise of her belief and culture while the curricula were informal. They comprise character and moral skills, child's intellectual and physical, moral and character skills, inculcating rectitude for elders and imbibing sense of belonging to the community, acquiring specific vocational skill and understanding of the community's cultural heritage.⁷⁹ This was the state of the society till the advent of Christian missionaries on the coastal area of the southern part of Nigeria in 1842 before western education was introduced.⁸⁰ The western education is connected with the coming of the Christian Missionaries.

The emergence of western education in Nigeria can be traced to 1842, when Thomas Birch Freeman, of the Methodist Missionary Society and Mr. and Mrs. De Graft of the Church Missionary Society arrived.⁸¹ Between 1842 and 1914, which marked the birth of the political entity -Nigeria, about 10 different Christian missions that came started rigorous missionary enterprise, especially education in the country. Consequently, missionary built schools and began to source for pupils. Resultantly, many schools were founded by different missions. The colonial government began to administer education by certain education ordinances and codes.

⁷⁸ Imam, H. 2012. Educational Policy in Nigeria from the Colonial Era to the Post-Independence Period. *Italian Journal of Sociology of Education*. 9

⁷⁹ Fafunwa, A. B. 2004. Reprinted. *History of Education in Nigeria*. Ibadan: NPS Educational Publishers Ltd. 298

⁸⁰ Imam, H. 2012. Educational Policy in Nigeria from the Colonial Era to the Post-Independence Period. *Italian Journal of Sociology of Education*. 9

⁸¹ Sulaiman, F. R. 2012. The British Colonial Policies on Education in Nigeria: 1882-1926. *Journal of Sociological Research*. Vol. 3. No. 2. 1

These include educational ordinances formulated in 1882, 1887, 1916, 1926, and 1946.⁸² They served as guidelines to administering education in the colony. British Colonial policy on education was invented and executed in Nigeria between 1882 and 1926, as it was obvious that the education introduced by the missionaries could not solve the challenges of education of an African child. The 1926 ordinance came into being due to Phelps-Stoke Commission's report that was found to be more encompassing. The report clearly addresses the individual needs based on environmental demands. It therefore laid the basis for education adequate and relevant to local aspirations, so that recipients could be copiously enthralled into their immediate environment, thus, contributing meaningfully to the advancement of their society.⁸³ "...the Education (ordinance) repeals the Education Ordinance of 1916 (Cap. 65) in so far as the provisions thereof relate to the Colony and the Southern Provinces, and makes better provision in regard to education therein."⁸⁴

One of the objectives of the education policy of the colonialists was to groom a literate junior clerks and those of the middle level manpower cadre, qualified to work in government establishments, sub-university educational institutions and trading companies. By implication, the colonial administrations spent less resource on creating and developing institutions of education that intended to produce a workforce equipped with high level manpower as there was no higher institution in the province at the time, that is, 1882 and 1926.

When E. R. J. Hussey became Director of Education in Nigeria in 1930, on assumption of duty, he came up with several proposals, among which was a programme of that involve expansion involving certain changes in the education system of the country. These changes, Fafunwa sees as "a system which was laid down by the 1926 Education Ordinance and which was subject of considerable discussion between the government on one hand, and the Christian Missions and the Nigerian community on the other".⁸⁵ He argued that Mr. Hussey saw that the expansion would involve elementary and secondary education and lastly, 'vocational training'. This discussion subsequently, led to the agreement that was reached at the meeting of the Nigeria Legislature Council held in September, 1930. Nigerian education was consequently

⁸² Fabunmi, M. 2005. Historical analysis of educational policy formulation in Nigeria: implications for educational planning and policy. *International Journal of African & American Studies*. Vol. IV. No. 2.

⁸³ Sulaiman, F. R. 2012. The British Colonial Policies on Education in Nigeria: 1882-1926. *Journal of Sociological Research*. Vol. 3. No. 2. 13

⁸⁴ Colonial Annual Report, 1926. 22

⁸⁵ Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 30.

classified into three categories by the Nigerian government as announced in her Annual Report of 1930 as follows; Primary, Middle and Higher. While the third category was "...a Higher College to be built in Yaba, where the different vocational courses would be taught, the aim being to attain the standard of a British University..."⁸⁶

Given the above reasons, Yaba College was born in 1932. This was attested to by Oni.⁸⁷ According to him, its first set of students, being forty-one altogether, admitted in 1932. Courses run in the college were; Veterinary Science, Engineering, Agriculture, Forestry, Commerce, Surveying, Medicine and Secondary School Teachers' Training. In similar view, Mellanby states that the Higher College, Yaba, the Nigerian government institution of Higher Education, which the Inter-University Council for Higher education in the Colonies recommended was regarded as the embryo of the University College was formally opened in 1934.⁸⁸ He further states that Yaba College was born due to general clamour for a university situated in Nigeria and the Nigerian Department's need for locally trained Africans. Thus, the college was organised, controlled and administered solely by the Nigerian government through its civil servants.

Colonial Administration in Nigeria was initially nonchalant about the provision of education as a priority in the government agenda. Instead, it was mainly engrossed with economic matters, that is, the development of imperial estates while mission training emphasised spiritual development and character training rather than raising of the status and material standing of the pupils. The Colonial administration realised the need for Africans to have the ability to read, write and make simple calculations. She therefore, began to make moves to encourage Western education and to promote literacy.

2.2 Efforts made by Missionary Enterprise to Develop University Education in Nigeria

It is worth mentioning that several efforts were made by religious bodies through the missionaries' enterprise to encourage learning in Nigeria. In reality, the history of Western

⁸⁶ Nigeria: Colonial annual report, 1930. Cited in Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 30.

⁸⁷ Oni, J.A. 2012. Reflections on the Growth and Development of University Education in Nigeria. *Journal of Science and Educational Policy (BJSEP)* Vol. 6. No. 1: 21.

⁸⁸ Mellanby, K. 1958. *The Birth of the Nigeria's University*. London: Methuen & Co Ltd. 15.

educational venture in Nigeria can never be brought to a logical conclusion without mentioning the involvement of various pioneering Christian missionary bodies, such as Anglican, Seventh Day Adventist, Baptist, Catholic Mission and the Interdenominational London Missionary Society, established in 1795. These mission organisations have worked assiduously to ensure that there was development of human resources having realized the importance of communicating in the language of the environment and the need to share a common faith with their customers...this gave rise to establishment of schools which they see as the touch-stone of civilisation.⁸⁹ This they did by encouraging the spread of schools with the encouragement of elementary education at the initial stage to the point of the need for university education in the country.

2.2.1 Catholic Mission

The contribution of the Catholic Missionary for instance, towards the laying of the foundation of formal education in Nigeria cannot be overemphasised. The Catholic Missionary enterprise started in Benin in 1515 while a school had been founded in the palace of Oba of Benin, at the first instance for the sons of the Oba and chiefs who had been converted into Christian faith.⁹⁰ Hence, “between 1515 and 1571, they founded many ...churches and schools in Lagos, Benin and Brass while, a seminary was founded on the inland of Sao Thome. Osokoya states that the major aim of seminaries was established to train teachers and priest who were Africans that would manage churches and schools that have been founded.”⁹¹

2.2.2 Wesleyan Methodist Society

Similarly, in 1842, the Wesleyan Methodist Society arrived in Badagry, Lagos led by The Rev. Thomas Birch Freeman. He was the Wesleyan Methodist Society Superintendent in Cape Coast. They opened their first mission school on 24th September, 1842.

2.2.3 Church Missionary Society (C.M.S)

⁸⁹ Osokoya, I. O. 1993. *History and Policy of Nigerian education in World Perspective*. Ibadan: AMD Publishers. 59

⁹⁰ Osokoya, I. O. 1993. *History and Policy Of Nigerian Education In World Perspective*. Ibadan: AMD Publishers. 58

⁹¹ Osokoya, I. O. 1993. *History and Policy Of Nigerian Education In World Perspective*. Ibadan: AMD Publishers. 59

In addition, the Church Missionary Society (C.M.S) of the Anglican missions had played prominent roles in the advancement of formal education in Nigeria. St. Andrew's College, Oyo was a foremost institution in Nigeria, founded by the Anglican C.M.S in 1853 as a mission training institution in the country due to a great upsurge of Protestant missionary activities in Britain in the first half of the 19th century. Also, the Niger expedition was led by Rev. Crowther and a German missionary, Mr. Schon.⁹² In furtherance of their enterprise, the missionary decided to organise proper institution for the training of natives for mission work. They sought permission for the purpose from the colonial authority and it was granted, though after a long persuasion. Henry Venn⁹³ notes that “we are not to educate a few gentlemen but to make a model self-supporting educational institution by combining industrial labour (book with learning)”.⁹⁴ Admission into the training institution was based on recommendation by the District Superintendent with their focus on the character and the interest of the prospective student in church work.

2.2.4 Adventist Mission

Likewise, missionary enterprise of Adventist work in Nigeria originated in 1914. The move was pioneered by David Caldwell Babcock (1854-1932) which, Babcock University was later named after. The university metamorphosed through various stages before it eventually became a full-fledge university. It first began as an institution established to provide theological training to church workers, that is, those in charge of pastoral care, teaching and leadership that would care for the newly established churches within and outside the country especially the neighbouring countries. The university was an off-shoot of the first basic school founded in Erunmu, a suburb town in Ibadan, southwestern Nigeria.⁹⁵ In the same vein, Pastor Jesse (1894-1967) and his wife, Catherine Clifford (1898-1985) propagate the mission work to the eastern part of Nigeria in 1923 as Pastor J. J. Hyde extend the mission work to northern part of the country in 1930 and established at Bukuru, now Plateau State, Nigeria. With continual increase in the population of people desiring Western education, more elementary

⁹² Adeniji, Olunmi T. 1994. *A history of st. Andrew's college, Oyo (1853-1980)*. A Dissertation in the Department of History, Obafemi Awolowo University, Ile-Ife. 5

⁹³ Henry Venn was the secretary of Church Missionary Society in Nigeria at the time

⁹⁴ Ademakinwa, J. A. 1967. *The history of St. Andrew's College*. (A Pamphlet of the St. Andrew's college). 6

⁹⁵ Abiodun Ayodeji Adesegun, “Christian Education in the Seventh-day Adventist Church in Remo, Ogun State, Nigeria (1959-2004)” (Ph.D. Thesis, University of Ibadan, Oyo State, Nigeria, 2009), 50.

and post-primary schools began to spring up as well as increasing in all parts of the country. This therefore, created the need to establish higher institutions that would further enhance manpower development.

By 1954, during the General Conference, The West African Union Movement pleaded to establish a higher institutions that would grant degree to those desiring to acquire higher education.⁹⁶ Having accepted the plea, a search committee headed by Roger Coon was set up to embark on feasibility studies for suitable location for the institutions both within Nigeria and Ghana. The committee finally agreed to choose Ilisan-Remo, Southwest, Nigeria for the sitting of the proposed institution. Precisely, the university commenced her academic activities on September 17th, 1959 by enrolling seven pioneer students while Grover C. Winslow was the pioneer President of the institution. The college thus, provides a 3-year diploma programme. In corroboration, Egwuonwu stated that initially, the institution was a Theological Seminary College where Seventh Day Adventist (SDA) trains its ministerial students.⁹⁷

However, with the commencement of the institution, The Adventist College of West Africa (ASWA) being the highest body in charge of the institution, proactively began a negotiation with the government seeking approval for the running of undergraduate degree programmes in the field of Secretariat Science and business administration proposed to come up in 1960/1961 academic year if approved. Several letters were put up to the government in line with this, in a bid to mount pressure for the approval of same. The letter further pushed that the institution should be ran as a liberal art college fashioned after the one that was established in the United States of America that incorporate several other disciplines to her academic programmes other than theology. Also, it advocates for the upgrading of 3-year diploma programme to a 4-year Bachelor of Art degree.

Emanating from the above, on 27th January, 1961, the Western Regional Government under the Premiership of Chief Obafemi Awolowo gave an implicit approval to the founding of the institution as he declared the citadel of learning as higher institutions established and financed by a foremost Christian Organisation in the globe. Winslow further pushed on how the institution could be mentored as well as affiliated with a recognised university in the

⁹⁶ Abiodun Ayodeji Adesegun, "Christian Education in the Seventh-day Adventist Church in Remo, Ogun State, Nigeria (1959-2004)" (Ph.D. Thesis, University of Ibadan, Oyo State, Nigeria, 2009), 65

⁹⁷ Oral interview with Mrs Egwuonwu, O.K. Senior Assistant Registrar, Babcock University, Ilisan Remo, Ogun State. 10/04/13.

country. According to the content of the letter written to the Honourable Minister of Education, S. D. Onabamiro for the approval of the affiliation of the institution to a recognised university, ‘ASWA has put in place all necessary human and material resources required for the high standard of entrance examination, development in curriculum, infrastructural as well as in any other way possible.’⁹⁸ The approval gave rise to the commencement of the college while a Bachelor of Arts degree in Theology was awarded to her pioneered graduates in 1966.

It is worth noting that the institution expanded tremendously in her first eight years of existence but was extremely affected both in student enrolment due to the Nigerian Civil War (1967-1970) as students from the Eastern part of the country stopped their studentship during the time while there was no enrolment of new ones. Activities regain boost immediately after the war. To further enhance the academic strength of the college, in May, 1972, the College sought approval from the government to secure affiliation with Andrew’s University, Berrien Springs, Michigan. This university was the first Adventist higher institutions in the world. The application was however, not approved.

In spite of the disapproval by the government in 1975, ASWA jettisoned the decision of the government to secure an affiliation with Andrew’s University. This enabled the college to train students and award Bachelor degrees in courses such as Business Administration, Biology, Theology, History, Religion and Science, and Biblical languages. Same year, the college was renamed Adventist Seminary of West Africa (ASWA) with several satellite campuses across Nigeria. The change was necessitated by the new political climate which may not be favourable to the founding of private ownership of higher institutions in the country. The new name therefore, shielded it from the threat of being taken-over by the government while strengthening her affiliation with Andrew’s University as well as beaming on the college international recognition. At the completion of academic training, graduates are awarded Andrew University degree as they equally had the opportunity to go for one year compulsory National Youth Service Corps (NYSC) in Nigeria alongside with other graduates from public universities in the country.

By 1990, M.A Religion was added to the programmes of the college. Their graduates could be found in all sectors of the economy such as banking, education, industries and so on

⁹⁸ Grover C. Winslow’s letter to Dr S. D. Onabamiro, May 17, 1961. Cited in Abiodun Ayodeji Adesegun, “Christian Education in the Seventh-day Adventist Church in Remo, Ogun State, Nigeria (1959-2004)” (Ph.D. Thesis, University of Ibadan, Oyo State, Nigeria, 2009), 65.

contributing their own quota to the societal development. The current research finds out that the Adventist Management has tried to upgrade the seminary to a university standard. While intensified efforts at achieving this objective were made by the Management at the time.

2.2.5 Baptist Mission

While describing the experience of Baptist church in Nigeria, Ajayi states that “Baptist faith started in Nigeria in 1850, and since the inception of the church in the country, education has been one of the major cardinal projects, given its importance. Precisely, it was in the late 1930s that the Southern Baptist Missionaries, in collaboration with their Nigerian Baptist counterparts envision the establishment of a university. The vision was borne out of their commitment to assist young Nigerian men and women to develop their potentials to the fullest, through the founding of a degree-granting Christian higher institutions in Nigeria. Thus, the need for trained leadership became a pressing one at the time. Before and around the time, developed countries such as Korea, Japan, and the Philippines had established degree-granting higher institutions founded by the Baptist missionary.⁹⁹ Undertaking similar task in Nigeria at that time was because the British colonial authority made it crystal clear that they had the sole prerogative to direct and control educational policy. Their involvement in education cuts across all spheres of academic endeavour, that is, elementary through tertiary level. Thus, from the inception of Baptist work in the country, schools, colleges and theological institutions were established all over the country. Attention was paid to both the vocational and technical education. Centres provided for these institutions were opened to teach vocational trainings in various fields such as carpentry, masonry, agriculture, and so on. Also, non-formal education was provided for adults who were above the school age. Consequent upon the emergence of University College Ibadan, scholarships were given to Baptist students who gained admission into the college for training in ministry, teaching, administration, medicine and business administration.

Southern Baptist Convention emerged with a comprehensive policy of education in terms of level, variety, quality, quantity and an action plan that gave practical expression to the policy. The pioneering missionary efforts of Baptist, and other first generation mission

⁹⁹ Osokoya, I. O. 1993. *History and Policy Of Nigerian Education In World Perspective*. Ibadan: AMD Publishers. 58

bodies became complemented in later years by the British administration, received catalysed, boost, attaining its apex in the mid-1950s.¹⁰⁰ The period coincided with the epoch of internal self-rule in Nigeria, when the Western Region Government under the leadership of Chief Obafemi Awolowo introduced the Universal Education Scheme in 1955. The development was adopted by the Eastern Region in 1957. Therefore, on the 16th and 17th July 1957, Nigerian Baptist Convention officially endorsed the establishment of a Baptist University in the country, with emphasis on Liberal Arts, Science and Education.

In the secular, Fafunwa explains that the University College, Ibadan, came into being in 1948 consequent upon the report of Higher Education in West Africa and the Commission on Higher Education in the Colonies, and the recommendations of the Inter-University Council, which the Secretary of State approved in 1947. Consequently, two University Colleges were approved for establishment; one in Nigeria, and the other in Gold Coast. The one in Nigeria was structured and hoped to become University of Nigeria. However, in 1948, the University College became a legal entity when the Nigerian Legislature enacted its charter which was approved by the United Kingdom government. The college curricula comprised courses in Arts, Medicine and Agriculture. The University of London examined all Ibadan students and had the final say on which of the University College, Ibadan graduates would be awarded a London degree. This was done purely through the external examination, set, proctored and processed by the University of London. The University was financed by both the United Kingdom and the Nigerian government. In corroboration, Toye states that by January, 1948, academic activities commenced at the University College. The College being an affiliate institution of the University of London, won a worldwide recognition. The recognition was as a result of the performance of her students by what she terms London standard as well as the general performance of her graduate in overseas higher institutions.¹⁰¹

¹⁰⁰ Ajayi, S. A. 2006. Christian Mission and Evolution of the Culture of Mass Education in Western Nigeria. *Journal of Philosophy and Culture*. Vol. 3. No. 2, June, 2006. Cited in Ajayi, S. A. 2014. *A History of Bowen University: An Account of the Conception, Birth and Early Years of Africa's Premier Baptist university*. Ibadan: Bookwright Publishers. 13

¹⁰¹ Toy Mellanby, K. 1958. *The Birth of the Nigeria's University*. London: Methuen & Co Ltd. 15; Fafunwa A. B. 1971. *A History of Nigerian higher Education*. Lagos: Macmillan & Co Ltd. 57; Erinosh, O. A. 2008. The Quality of Nigeria's Private Universities. *JHEA/RESA* Vol. 6, No. 1; This was the famous Sir Ashby Commission which recommended the establishment of the university cited in Toye, S. A. 1984. *Proliferation of Universities, the Nigerian Experience*. A Paper delivered at the Conference of Registrars of Nigerian Universities. 20

2.3 History of University Education in Nigeria up to 1960

On the eve of formal education in Nigeria, there exists traditional system of education. The traditional educational system took the form of apprenticeship training over defined period of time. The system was efficient and relevant as it was meeting society's needs at the time. The university education in Nigeria could be described as a follow-up to the demand for post-primary education following the establishment of secondary schools, the first being the Church Missionary Society Grammar school, established in Lagos in 1859 and Teachers' Training College, the first of which was St. Andrew's College, Oyo established in 1876.¹⁰² The emergence of these institutions prepared the ground for the quest of higher education, especially university education in Nigeria.

Meanwhile, the Nigerian College of Arts, Science and Technology was included in the minority reports of the Commission on Higher Education in West Africa of 1945. It proposed that there should be one University College in Nigeria for the whole of West Africa, and three territorial Colleges –one in Gold Coast, another in Nigeria, and one in Sierra Leone. Thus, the college opened its first branch situated in Zaria, Northern Nigeria in January 1952, with 31 students that were offered only Teachers' Training courses. It was designed and planned to have 420 students. The college offered courses in Civil Engineering, Sub-professional Engineering, Architecture, Local Government and Secretariat work. The Eastern region was planned to admit 240 students offering courses in Mining, Surveying, Science and Arts. The Western region was to run academic programme in Agriculture and Forestry, Book-keeping and Accountancy, Education, Arts, Science and Engineering.

However, the 1952 Education Ordinance which later became an education law for the country was introduced in order to allow each of the three newly created (Eastern, Western and Northern) regions to develop her educational policies and systems. By the time Nigeria became a federation of three (i.e. Eastern, Western and Northern) regions in 1954, the Federal Territory of Lagos (which was the Federal capital) came into being as a result of the adoption of the 1954 constitution. Then, each of the regions was empowered to make laws for her citizens as well as her territory.¹⁰³

¹⁰² Omolewa, M. 2010. Highlights of Historical Development Of University Education In Nigeria. In Okojie et al (Eds.) *50 Years of University Education in Nigeria: Evolution, Achievement and Future Directions*. Abuja: NUC Publications. 27

¹⁰³ Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 130.

Western College became officially opened at its Ibadan branch on February 27th, 1954 by Sir John McPherson who was the Governor of Nigeria and the Minister of Education, the Hon. Shettima Kashim. Subsequently, the Eastern branch (Enugu) became opened in 1955 with 32 students. A summary of the students' enrolment from the date of commencement of the Nigerian College from 1952-1962, before these colleges were converted to universities is on Table 2.

TABLE 2.1: Enrolment figures for the 3 branches of the College: 1952-1962

YEAR	ENUGU BRANCH	IBADAN BRANCH	ZARIA BRANCH	TOTAL
1952-1953	-	8	31	39
1953-1954	-	113	29	142
1954-1955	-	162	92	254
1955-1956	32	190	191	413
1956-1957	99	232	220	551
1957-1958	148	291	273	712
1958-1959	204	339	335	875
1959-1960	241	424	423	1088
1960-1961	*	*	*	1150
1961-1962	*	*	*	772

Culled from Fafunwa, 1971. P. 130

Note: * Fafunwa, A. B., notes that students' enrolment 1960-62 from all the branches could not be found at the time of compiling the data.

According to Fafunwa, the setting up of Ashby Commission marked another phase in the advancement of higher education in Nigeria. The phase was very important in the history of Nigerian education. He notes that the Federal Minister of Education inaugurated a commission in April, 1959. The commission was saddled with the responsibility of conducting as well as investigating Nigerians needs after the acquisition of higher learning over the next 20 years.¹⁰⁴ The setting up of the commission was of importance for a number of reasons. For the first time, the commission was made up of Nigerians. The Minister of Education and that of Federal Cabinet were the representatives of the government. The commission decided to combine intellectual resources in order to give best advice in the field of education in line with Nigerian needs.

The Commission commenced her work on May 3rd 1959. According to Fafunwa and Ejiogu, the commissioners and their assistants toured extensively in Nigeria. They equally visited many other parts of West Africa, Great Britain and the United States of America.

¹⁰⁴ Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 151

During the course of the work, a large number of people were interviewed. They were people with knowledge of secondary, post-secondary schools, representatives of voluntary educational agencies, ministry officials, public service commissioners, the Nigerian Employers Consultative Association, religious bodies, research institutes, regional governors and premiers and selected individuals. Their findings entitled *Investment in Education*¹⁰⁵ was submitted to the Minister of Education on September, 2nd, 1960, one month to Nigeria's Independence.

It therefore, came up with several recommendations among which was,

32. ... that planning should ensure that at least 7,500 students would be enrolled in universities by 1970...;

33. All universities in Nigeria should be national in outlook and general policy. Each university should admit, without discrimination and on the criterion of merit alone...;

36. It should be the duty of all Nigerian universities to promote work and research in the field of African Studies, and recommended that every university in the country should have an Institute of African Studies...;

38. Provision should be made at a university for courses in higher management studies at the post-graduate level.

39. In order to assist in the preparation of graduate teachers, a Bachelor of Arts degree in Education –B. A. (Ed.) –should be introduced in all Nigerian universities. The degree course would consist of four subjects in the first year and three in each of the second and third years, with some pedagogic instructions.

40. A Bachelor of Engineering degree –B. Eng. –should be instituted which would be biased towards the practical side...

41...It is recommended that when Ibadan University College achieved university status, the medical degree course should be modified so that some of the major medical problems of Nigeria, e.g. public health, preventive medicine and paediatrics, could be emphasised. It proposed further that a

¹⁰⁵ Ejiogu, A. M. 1986. *Landmarks in Educational Development in Nigeria: An Appraisal*. Lagos: Joja Press Ltd. 69-71

locally recognised examination should be instituted for students who were unsuccessful in qualifying for a medical degree. If this examination is passed, the student would be entitled to practice medicine under such conditions as might be prescribed...

42. Veterinary education should not be tied to the requirements laid down by overseas professional bodies but should be closely related to the special needs of Nigeria. ...

43. Agriculture, being the largest element of Nigerian economy, should play a very important role in university education...

44. The Commission was in general agreement to legal education in Nigeria...that the road to legal practice should be through a university degree.

45. Each university should organise extension work on a large scale in its own region.

46. In order to open up further opportunities for university study, it proposed (a) that one university should offer evening courses leading to degree; (b) that one university should organise and conduct correspondence courses leading to degrees in a limited range of subjects.

47. Nigerian universities should be independent of one another and each should offer its own degree.

48. New Nigerian universities should seek sponsorship from well-established universities overseas, in order to gain international acceptance of their degree

49. The Federal government should concentrate its resources around existing centers of academic activity (with the addition of Lagos), and should integrate the Nigerian College of Arts, Science and Technology into the university system in Nigeria

50. The Federal Government should give full support to the advancement of the new university of Nigeria and make the buildings and equipment of the Enugu branch of the Nigerian College of Arts, Science and Technology available for university work under the aegis of the University of Nigeria. Failing this, an alternative but more costly proposal would be for the University of Nigeria to be developed with reduced federal participation, and for the

buildings at Enugu to be used as the nucleus of a separate university financed by the Federal Government...

55. The Federal and Regional Governments should continue their scholarship policy for undergraduate study abroad. A substantial proportion of these awards for some years should go to students intending to become teachers.

56. There should be postgraduate scholarship tenable in Nigerian universities, both the Nigerian graduates and for non-Nigerian graduates from overseas

57. The Commission proposed that the planners and financiers of universities in Nigeria should provide opportunities for research in both the humanities and the sciences...¹⁰⁶

The Commission's report was received with much applause by Federal Government, commending the sound analysis of the current position. The Federal Government thus maintained that the Commission's recommendations, with few modifications, should form the basis for the advancement of Post-School Certificate and the pillar for Higher education in Nigeria for the next 10years, that is, 1960-1970.

According to Ejiogu, the report may be viewed as the capstone of university education development in Nigeria. Much of the country's growth and development since and after independence are related directly or indirectly to the Ashby report.¹⁰⁷ Taiwo succinctly puts that the effects of the Commission's report can be noticed in the expansion of basic education, diversified secondary school curricula, fresh efforts in technical and agricultural education, a variety of in-service courses and significant development in university education since independence. He states further that the Ashby Report had successfully laid the true foundation for Nigerian university education as well as influencing subsequent higher educational planning internationally.

2.4 HISTORY OF UNIVERSITY EDUCATION IN NIGERIA, 1960-1984

This section deals with various trends in the development of university education in Nigeria immediately after the political independence in 1960 up till 1984, when the military

¹⁰⁶ Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 168-170.

¹⁰⁷ Ejiogu, A. M. 1986. *Landmarks in Educational Development in Nigeria: An Appraisal*. Lagos: Joja Press Ltd. 75

administration led by Major General Mohammed Buhari proscribed the emergence of private university in the country.

2.4.1 First Republic and University Education in Nigeria

The expediency for the replacement of qualified human resources that would continue to administer the country from where the British stopped further intensified the quest for university education by Nigerians. As earlier mentioned, there were several allegations against the establishment of Yaba College. In substantiation, Olukoshi and Zeleza, opine that early universities in the colonies were modeled on those in their respective imperial metropolis. In their justification, they explain that these universities tended to be smaller in size and their curriculum was also more limited¹⁰⁸ in comparison to what is obtained in their metropolis. This, in a way could mean that the colonial masters were not actually interested in the Nigeria's societal growth and development. As practically demonstrated by them, they did not establish university in the country in order to develop large number of Africans manpower. Rather, they did train few ones that would help in easing their administrative challenges especially in areas where they could not easily administer due to language barrier, the terrain and unreceptive attitude on the part of the indigenous rulers and their people. All these were aimed at facilitating the evacuation of economic resource of Africans to the benefit of their imperial expedition. Thus, the number of university established and the nature of the system [limited curriculum] as well as the size were greatly influenced by these undertones.

Assie-Lumumba argues that the basis for African higher institutions is deeply rooted in the colonial social system. He notes that most of these higher institutions whether established on the eve of independence or post-independence, were modeled by structural dependence as well as submission to the academic standards and definite directives of the former colonial authority. This is contradictory to the assumption and expected functions of the post-colonial African university being an institution with a specific mission in economic development and nation-building.¹⁰⁹ Unfortunately, the kind of university that exists in Africa

¹⁰⁸ Olukoshi, A. & Zeleza, P. T. 2004. The African University in the Twenty-First Century: Future Challenges and A Research Agenda. *African Universities In The Twenty-First Century*. A. Olukoshi and P. T. Zeleza. Eds. Volume II. South Africa: UNISA Press. 559.

¹⁰⁹ Assie-Lumumba. N. T. 2006. *Higher Education in Africa: Crises, Reforms and Transformation*. CODESRIA. 31

had been in conflict with its colonial source, African history and the modern social arrangement.

Also, Wakiti and Jatau explain that “colonial education was inadequate. It was an instrument of exploitation in the stead of development.”¹¹⁰ Little wonder then, that African universities that were planned and established by the colonial masters were linked with the institutions in the Metropolitan cities for mentorship. Consequent upon the recommendations of the Ashby Commission, there was the establishment of the first indigenous university in Nigeria in 1960, that is, the University of Nigeria, Nsukka and subsequently, other first generation universities in the country.

Interestingly, the University of Lagos was designed in the pattern of a ‘City Institution’. This means that the university would be technological and professional in orientation. According to Fafunwa, in 1962, exactly 10 years after the first branch of Nigerian College of Arts, Science and Technology was opened, it was closed down and its facilities and infrastructures were adopted by three of the four new universities. Before this period, these colleges had trained people who were needed in Industry, Commerce, Education and Government, as a catch-all institution. It afforded students the opportunity to access university education. Most especially, those who because of lack of funds were unable to go abroad, or because of lack of space were unable to enter Ibadan University College. This simply shows that in the process of planning for the establishment of these universities, they all shared the attribute of being carefully planned for, in their early years. This, however, calls our attention to the fact that during the early years of education in the country, the education planners had focus. This is because the proposal and the establishment of schools in general were done mainly to meet specific objective(s) or need(s) and this is often done in consideration of the societal needs and development. That is, there must be candid justification for the establishment of school either at the elementary, post-secondary or tertiary.

However, the St. Andrew’s College was raised to Teachers’ Training College due to the directive of the Western Region Government. The college status was of world repute which Ade-Ajayi describes thus, “St. Andrew’s College compete well with a modest university

¹¹⁰ Wakiti, A. J. & Jatau, M. K. 1999. Effective Education for National Development and Survival Beyond The Year 2000 in Nigeria. *Reflections on Contemporary Issues in the Socio- Political and Economic Development of Nigeria*. J. O. Akinbi, Ed. Ibadan: Ben Quality Prints. 146.

institution as a source of high level manpower in Nigeria.”¹¹¹ Therefore, higher, elementary and Senior Teachers’ certificate ruled the day especially as Universal Primary Education expanded.¹¹² The Old Boys Association and the College authorities sought to have the college raised to the status of a Nigerian Certificate of Education (N.C.E) awarding College. In 1980, the request was granted by the then Governor of Oyo State, Bola Ige.

Be that as it may, yearning for university education coupled with needed high-level human capital for the newly independent nation were part of the reasons that made both the Federal and regional governments to create these universities. According to Okedara, the explosion in number of university as from the 1960s was a reflections of Africans perception of the need for a sound intellectuals base that would consolidate the country’s independence, and a channel to meet a vast requirement for higher human capital.

2.4.2 The Military and University Education in Nigeria

The military government created 12 states out of existing four regions, that is, North, West, Mid-West and East through Decree No 14 of 1967 while Lagos being the Federal capital territory. This led to the increase in the number of legislature to rise to thirteen; federal legislature plus twelve states. States in Nigeria became nineteen in 1976 thus increasing the number of legislative bodies to twenty. Every state regulates her education through edict. For instance, in 1970, Education Edict was being used by the Eastern States while Edict No 11 of 1970 was used by Lagos State. Each state promulgated an edict for the regulation of education, and its provision and management.¹¹³ Therefore, each state amended its education law when deemed necessary.

In 1970, which was a decade after the Nigerian independence, the Mid-West Institute of Technology (MIT) was established. The institute was located at Benin which later metamorphosed into the University of Benin two years later. However, the increase in population with its attendant implications on the demands for university education partly informed the establishment of additional seven (7) universities by the Federal Government of

¹¹¹ Ade-Ajayi, 1965. *Christian Mission in Nigeria 1841-1891*. London: Longman Publishers. 34

¹¹² Adeniji, Olubunmi T. 1994. *A History of St. Andrew’s College, Oyo (1853-1980)*. Unpublished Dissertation in the Department of History, Obafemi Awolowo University, Ile-Ife. 10

¹¹³ Fabunmi, M. 2005. *Historical Analysis of Educational Policy Formulation in Nigeria: Implication for Educational Planning and Policy*. International Journal of African & African American Studies. Vol. IV. No. 2. 4

Nigeria in 1975. The *seven sisters of 1975*, as these institutions of higher learning were called, began serious academic work at the beginning of the 1977/78 session thereby increasing the numerical strength of universities in the country to 13.

It is worth noting that the Federal Government made the following policy statement, in August 1972:

The Supreme Military Council declared that from henceforth, the Federal Government owns full responsibility of university education in Nigeria. It equally decided that both the primary and post-primary education becomes the concomitant responsibility of both the Federal and state governments, and such be transferred to the concurrent legislative list.¹¹⁴

In line with the above pronouncement, the military regime in 1975 amended the Constitution. Nevertheless, a decree was promulgated which transferred university education from the concurrent list to the Federal exclusive list.¹¹⁵ This decree however, enabled the military government to take over all universities from the regional governments, thereby discouraging the creation of regional universities.

The Universal Primary Education (UPE) that was introduced in 1976 was swiftly followed by Universal University Education (UUE) in 1978, that is, fee-free University Education. However, student would pay for hostel accommodation and books. Private individuals took the advantage of the 1979 constitution which empowered private individuals to open universities by establishing mushroom institutions particularly in the Eastern part of the country. Some of these universities were located in private homes and flats or garages, and most were below university standard in all respects. Since the constitution or the civilian administration did not set up the minimum standard for creating such institutions, the consent to open depended solely on political patronage.¹¹⁶ By implication, there was population explosion of seeking for university education. This was also a fall-out of the Structural Adjustment Programme (SAP) which further strengthened neo-colonial activities of the

¹¹⁴ *Daily Times*, 21 August, 1972. Cited in Oni, J. O. 2012. Reflections on the Growth and Development of University Education in Nigeria. *Bulgarian Journal of Science and Education Policy (BJSEP)* Vol. 6. No. 1: 172.

¹¹⁵ Decree No. 46 of May 31, 1977. Cited in Toye, S. A. 1984. Proliferation of Universities, The Nigerian Experience. *American Journal of Scientific Research* No. 7: 20.

¹¹⁶ Fafunwa, A. B. 2004. Reprinted. *History of Education in Nigeria*. Ibadan: NPS Educational Publishers Ltd. 298

advanced nations through the world financial organizations such as World Bank, International Monetary Funds (IMF) etc who had used conditionalities of currency devaluation to wipe Africa countries, including Nigeria, discouragement of state participation in the funding of higher institutions and so on.

There was public knowledge of the existence of Distance education which serves as an important option especially for education planners in emerging economies, Nigeria inclusive. The policy is a fall-out of the increasing population, quest for education, gradual decline financial resources, increasing fiscal constraints, all of which narrow down the access to university education that brought about the introduction of Open University in Nigeria. Ambe-Uva succinctly puts that educational planners in most emerging economies had come to realise the fact that distance education play significant roles in national development.¹¹⁷

The 1979 Constitution formed the legitimate base of education at the time. The goal of education as provided in Chapter II, Section 18, Sub-Sections 1-3 of the 1979 constitution are: “(i) government policy shall ensure equal and adequate educational prospect at all levels of education; (ii) promotion of science and technology; (iii) provision of free, compulsory and universal primary education...”¹¹⁸

The year 1983 was a landmark in the annals of Open Distance Education (ODE) in Nigeria. The Open University Act, Volume XVII became effective on July 22, 1983.¹¹⁹ Dhanarajan & Perraton described Distance Education as a channel through which a teacher is literally linked to the students, and as a process of teaching and learning. Though, the learners are detached from the teachers as a result of physical distance, nevertheless, communication technology bridges the gap.¹²⁰ This type of education centres on the needs of the learner that

¹¹⁷ Ambe-Uva, Terhemba N. 2007. National Open University of Nigeria. (NOUN): A Historical Perspective Challenges. *Turkish Online Journal of Distance Education*. Vol. 8. 74

¹¹⁸ Fabunmi, M. 2005. *Historical Analysis of Educational Policy Formulation in Nigeria: Implication for Educational Planning and Policy*. International Journal of African & African American Studies. Vol. IV. No. 2. 4

¹¹⁹ Ambe-Uva, Terhemba N. 2007. National Open University of Nigeria. (NOUN): A Historical Perspective Challenges. *Turkish Online Journal of Distance Education*. Vol. 8. 74

¹²⁰ Dhanarajan, G. 2001. *Combating Poverty through Adult Education*. Silver Jubilee Celebration of the Institute of Distance and Continuing Education. University of Guyana. & Perraton, H. 1999. *Open and Distance Learning for the New Society* in Harry Keith (Ed) Higher Education through Open and Distance Learning. Routledge. Cited In Ambe-Uva, Terhemba N. 2007. National Open University of Nigeria. (NOUN): A Historical Perspective Challenges. *Turkish Online Journal of Distance Education*. Vol. 8. 74

¹²⁰ Ambe-Uva, Terhemba N. 2007. National Open University of Nigeria. (NOUN): A Historical Perspective Challenges. *Turkish Online Journal of Distance Education*. Vol. 8. 75

is devoid of conventional teaching and learning but embraces the culture that employs a wide range of methods to impart relevant knowledge and effect learning outcomes.

Correspondence Education set the groundwork for distance education in Nigeria. This was the only available alternative which enables candidates to prepare for the General Certificate in Education, a requirement for the London Matriculation Examination. The University of London thus, could be regarded as the first “Open University.” Therefore, students all around the globe, but majorly from the Anglophone countries desired tutoring so as to complement the syllabuses where they obtain online registration wherever they lived.” Likewise, Omolewa submits that it was in 1887 Nigerians first enrolled as external students for University of London Matriculation Examinations. The programme enabled them to study through correspondence, which does not required face-to-face classroom learning situation with the educational institution. Despite that fact that the University College Ibadan came into being in 1948, the distance learning programme has proved to be worth a while. For instance, some of the pioneer teaching staff of the University gained their tertiary degrees with the aid of distance learning programme. This group of people combined work with academic programmes. Admission thus, becomes competitive into the University College therefore, encouraging many prospective correspondence students to seek admission into higher institutions in the United Kingdom. Oxford University extended her extra mural programme to Nigeria in 1947. The programme was adopted by the Department of Extra mural studies of the University College of Ibadan while the department was responsible for the provision of courses such as Political science, English, Economics, Logic, Child psychology, and so on.

It is worth noting that all the first generation Universities have their offshoot in the extra-mural studies. For instance, the University of Nigeria, Nsukka, implemented a programme of correspondence education for non-residence-based students in November 1981 in order to provide distance-oriented education. Also, the University of Ife (now Obafemi Awolowo University) started Evening Law Programme. The programme was geared towards part-time open education programme targeting working class adults that stayed off campus but enter the campus at evening hours for lectures.

In the same vein, Ahmadu Bello University (ABU) started the distance education with the Grade III and Grade II teachers’ training education with the aim of assisting them to qualify for the next higher grade in the academic pursuit. The programme was run primarily through

correspondence known as Teachers-In-Service Education Programme (TISEP). The programme was founded in 1976. The aim was to groom middle level teachers that would teach in the primary schools.

In addition, Correspondence and Open Studies Unit (COSU) was opened in 1972 by University of Lagos. The founding of the National Institute of Teachers (NTI) equally reflected a landmark achievement in distance education in the country. The federal government used the programme to upgrade the worth of primary school teachers in Nigeria. NTI, for instance was considered as the foremost independent institution committed exclusively to distance education. The programme was formally instituted in 1978 to improve ill-equipped teachers teaching in the primary schools and speed up the training of qualified teachers needed for the execution of the Universal Primary Education (UPE) programme established in 1976 and the Universal Basic Education (UBE) programme set up in 1999.

The innovation became ‘cut-short’ with the military government coming into power on April 25, 1983 during the military regime of General Buhari. The administration thus, suspended the project indefinitely. Nevertheless, the yearning for university education in Nigeria predicated the revival of the National Open University in the country which has the order to: ensuring equality and equity of prospects in university education thus, providing a wider admission to university education in Nigeria.¹²¹ In summary, all these were the concerted efforts by the government to bridge the gap of access to higher education to improve the quality of citizenry especially those who are working class but are of middle certificates.

2.4.3 Second Republic and University Education in Nigeria

The return to civil rule in 1979 was a remarkable development in the educational sector that took place in Nigeria in 1979 with the 1979 Constitution removing education from the exclusive legislature and placing it on the concurrent legislative list. This empowers both the State and the Federal Governments to found and control their universities.¹²² Consequent upon this, the Rivers State government established a Rivers State University of Science and Technology in 1980. Thereafter, more universities began to spring up in all the states of the

¹²¹ Ambe-Uva, Terhamba N. 2007. National Open University of Nigeria. (NOUN): A Historical Perspective Challenges. *Turkish Online Journal of Distance Education*. Vol. 8. 79

¹²² Akinwale, F. T. 2014. *The Growth and Development of Private Universities in Ogun State Nigeria: 1999-2012*. Unpublished M. A. Dissertation. Department of History, University of Ibadan. 40

Federation. The National Universities Commission (NUC) under the parastatals of Federal Ministry of Education (FME) was established in 1962 as an advisory agency under the cabinet office. In 1974, the agency became a statutory body. The commission was empowered by the enacted law of the Federal Republic of Nigeria as the supervisory body regulating the activities of all universities on behalf of the Federal Government of Nigeria.¹²³

Meanwhile, in a bid to encourage Science and Technology in line with the 6-3-3-4 education system, the Alhaji Shehu Shagari-led civilian government in 1980 established seven Universities of Science and Technology: Federal University of Science and Technology, Akure; Federal University of Science and Technology, Bauchi; Federal University of Science and Technology, Minna; Federal University of Science and Technology, Makurdi; Federal University of Science and Technology, Abeokuta; Federal University of Science and Technology, Owerri; and, Federal University of Science and Technology, Yola. However, Universities of Science and Technology, Abeokuta and Makurdi were converted to Universities of Agriculture. This was done in pursuance of the Shagari's administration agenda of 'Food Revolution' that focused on boosting agricultural development in Nigeria. Besides the need to increase industrialisation in the country, it is worth noting that most scholars posit that the motives of most states that established their own universities were to adopt qualified indigenes that were academically inclined but could not secure appointment in Federal universities. Also, to train their much-needed high-level manpower¹²⁴ in adequately funded, staffed, and equipped university.

The return to civil rule in 1979 led to the restoration of the federal arrangement for the ownership and governance of universities. Consequently, some of the new state government found their universities. One of the major landmarks of the period was the passage of the National Open University Act on 22 July, 1983. The modalities of operation was extensively discussed in the Federal Parliament and how the development could add value to the improvement of university education in Nigeria by providing access to learning and making education for all possible and feasible. Omolewa argues that the establishment of the Open University was a landmark achievement that introduced Nigeria to large scale practice of open and distance learning in the country. This therefore, revived the earlier efforts of Nigerian

¹²³ [www.Nationaluniversitiescommission.Com](http://www.nationaluniversitiescommission.com) Date Retrieved 20-10-2015

¹²⁴ Oni, J. O. 1997. The Administration of the Nigerian Higher Education System. *The Realities of Ashby's Vision*. J. A. Shaplin 1961. *Journal of Higher Education Quarterly* Vol. 15: 229-327.

public who used the distance education mode in gaining access to university education. Nevertheless, the length of the period of its existence was very short but impactful. The military intervention on 31st December, 1983 led to the sudden suspension of the National Open University which was few months into her establishment. Thus, political instability in the country did not allow for accelerated development of the university.

2.4.4 The Role of Politics in the Development of University Education in Nigeria

Politics can never be totally detached from education. The premium placed on education by the state determines her level of technology advancement and development of her economy. Thus, the state plays significant roles in educational development generally and that of university education in particular. For instance, she is responsible for inventing and execution of educational policy through the body that monitors and controls (that is, setting the standard benchmark of operations) the activities of education in the country. The state actors thus, engage in politics to ensure that certain decisions are manipulated in favour of some sections of the country especially those considered as educationally disadvantaged ones. Adamu succinctly puts that while comparing both the Northern and Southern Nigeria, the south is more advantaged as the North could be said is at disadvantaged. That the Federal government has the responsibility to recommend a policy that could right the wrongs. Adamu argues that the cure to this inequality had its root in the Federal Character Principle, the Principle dictates staffing, citing of schools and the admission of students into schools.¹²⁵ Thus, there was recommendation of one state one university in Nigeria. Worth noting is the fact that more students gained admission into public universities due to logistics of locality and educational less developed states than those offered admission on the basis of merit. In addition, Babarinde posits that politicisation of education has been marred by the introduction of quota system.¹²⁶

¹²⁵ Adamu, M. (1978). *The Hausa Factor in West African History*. Zaria: ABU Cited in Aondoaka, T. P. & Orlichukwu, G. 2015. Federal Character Principles in Nigerian Constitution and its Applicability: Issues and Challenges. *IOST Journal of Humanities and Social Science*. Vol. 20, Issue 57.

¹²⁶ Babarinde, K. *Evolution, Challenges and Prospects of Nigerian Higher Education System (NHES)*. 6

The system encourages discriminatory admission. It promotes a lot of changes in school academic calendar, cancellation of some private examinations, Nomadic education and founding of institutions for political balancing and so on.

Dated back to the Colonial days, the system of education in Nigeria, particularly higher learning, had always been influenced by the British Colonial Policies. Imam aptly describes the implications of the policy on the Nigeria educational system during the colonial period as the one which does not deal with the desires of Nigerian, hence, there was a clamour for change after independence period, that resulted in the first local National Policy on Education in 1977.¹²⁷ The policy emphasises concerted efforts that would be intensified, so as to encourage prospective candidates to benefit from university education...¹²⁸ The policy of education in Nigeria that came from the 1977, 1981 and 2004 editions are aimed at inculcating; right values and attitudes, promotion of national unity and consciousness...¹²⁹

The African nationalists and the generality of the people, who were already aware of the tremendous advantages of higher education, fought in various ways to influence the establishment of universities in their respective countries.¹³⁰ In Nigeria, there was general outcry against Yaba College's inability to meet the yearning needs and aspirations of qualified Nigerians seeking admission into the college. Also, the award of scholarships by the colonial administration to Nigerians to study abroad further displeased the people about the college. They therefore called for the founding of a university in Nigeria instead of Africans depending on European and American universities.

Omolewa thus, succinctly puts that

...the independence of Nigeria made available an ample opportunity for Nigerians to contribute to the system of university education. The sovereignty gave an inalienable right to the indigenous people to take decision on the directive of the university, number to be enrolled, number of spaces, funding,

¹²⁷ Imam, H. I. 2012. Educational Policy in Nigeria from the Colonial Era to the Post-Independence Period. *Italian Journal of Sociology of Education*. 9

¹²⁸ Federal Republic Of Nigeria (Frm) (1977). National Policy on Education. (1st Ed). Lagos: NERC Press. 25

¹²⁹ Ibukun, W. O. & Aboluwodi, A. 2010. Nigeria's National Policy in Education and the Curriculum in History: Implication for Nation Building. *Journal of Education and Practice*. 2

¹³⁰ Akinbote, O. & Omolade, E. O. 1994. Politicization of University Education: The Nigerian Experience. *Nigerian Journal of Research and Development in Higher Education (NIJORDHE)*. Vol. 1, Nos. 1 & 2. 106

the distribution of the institutions, the curriculum, content and other fundamental issues of governance and administration. Independence also meant the freedom of how to choose, determine, act, plan, operate, review and modify the university education system which brought about the involvement of indigenous people as stakeholders into the discussion of the nature and direction of university education.¹³¹

The need for the expansion of university was accompanied by the recognition of the federal nature of governance in Nigeria. For instance, the Premier of the Eastern Region, Dr. Nnamdi Azikiwe in 1955 passed a bill for the establishment of a university in the East.¹³² For reasons best known to the colonialists, the opening of the university was delayed till October 7th, 1960. Hence, the University of Nigeria, Nsukka became the first autonomous university in the West Africa. The institution offered admission to a large number of students and introduced courses in journalism and creative arts. The Ashby Commission had recommended the founding of two more universities in Nigeria; one in the North and one in Lagos while the University College Ibadan would take care of the West. The Western region on the other hand, being led by Chief Obafemi Awolowo, who was passionate about qualitative education, founded the University of Ile-Ife in 1962 (presently Obafemi Awolowo University, Ile-Ife). The Northern Region, 1962 also, founded the Ahmadu Bello University, Zaria, named after the political figure and premier of the region. University of Lagos was equally founded in 1962, with the mandate to meet the need of the business community. Therefore, it began to provide courses in business studies, law and banking. Thus, each regional university decided to introduce innovative courses to reflect its priorities and interests. In addition, the creation of a university in Benin-City further resulted in the clamours from the newly created States in the North and in the Eastern part of the country. Their arguments were based on “whereas the old Western

¹³¹ Omolewa, M. 2010. Highlights of Historical Development of University Education in Nigeria. In Okojie et al (Eds.) *50 Years of University Education in Nigeria: Evolution, Achievement And Future Directions*. Abuja: NUC Publications. 34

¹³² Akinbote, O. & Omolade, E. O. 1994. Politicization of University Education: The Nigerian Experience. *Nigerian Journal of Research and Development in Higher Education (NIJORDHE)*. Vol. 1, Nos. 1 & 2. 107

Region and Lagos, made up of three States, could boast of four universities, the East and the North made of nine States, had only two universities.”¹³³

Immediately after the civil war in Nigeria, that is, 1967/70, succeeding governments in the country adopted several measures to ensure peaceful coexistence among several ethnic extractions in Nigeria in furtherance of nation building.¹³⁴ In this light, the 1979 Constitution Drafting Committee (CDC) submits that it is expedient to ensure that the prevalence of persons from not many ethnic groups should be circumvented in the process of composition of government [establishment of university], appointing or electing of persons into sensitive offices/positions in Nigeria.”¹³⁵ To further strengthen the assertion, Nigeria as a country embraced the federal character principle to combat the national questions issue. In a nutshell, the aim of federal character was to instill into citizens national consciousness and unity. This is done to ensure continual existence of individual and the Nigerian society.

Meanwhile, in order to guarantee fair play in the allocation of resources in the country, there was provision for Federal Character in the third schedule of the 1999 Constitution of the Federal Republic of Nigeria. Thus, the Federal Character was enshrined to ensure monitoring, promoting, and enforcing strict acquiescence with the principle of corresponding sharing of all media, political and economic positions at all facets of public establishments in the country.¹³⁶ The federal character principle was a purposeful attempt made by the government to ensure an appropriate distribution of government wealth and, especially employment in Nigeria. Afigbo concisely argues that federal character was a colonial heritage that featured in stages. These include; the era of informal federation 1900-1946; the age of formal federation first phase (1946-1966) as well as the phase of formal federation second phase (1967-present).¹³⁷ This means that for one to have a deep knowledge of the federal character principle

¹³³ Akinbote, O. & Omolade, E. O. 1994. Politicization of University Education: The Nigerian Experience. *Nigerian Journal of Research and Development in Higher Education (NIJORDHE)*. Vol. 1, Nos. 1 & 2. 107

¹³⁴ Aondoaka, T. P. & Orluchukwu, G. 2015. Federal Character Principles in Nigerian Constitution and Its Applicability: Issues and Challenges. *IOST Journal of Humanities And Social Science*. Vol. 20, Issue 12. 1

¹³⁵ CDC, 1979. Item Viii

¹³⁶ Aondoaka, T. P. & Orluchukwu, G. 2015. Federal Character Principles in Nigerian Constitution and Its Applicability: Issue and Challenges. *IOST Journal of Humanities and Social Science*. Vol. 20, Issue 12.

¹³⁷ Afigbo, A. 1987. “Federal Character; Its Meaning And History” quoted in I. Ukwu Federal Character and National Integration in Nigeria , NIPSS Conference Proceeding. 21. Cited in Aondoaka, T. P. & Orluchukwu, G. 2015. Federal Character Principles in Nigerian Constitution and Its Applicability: Issuea and Challenges. *IOST Journal of Humanities and Social Science*. Vol. 20, Issue 12. Cited in Aondoaka, T. P. & Orluchukwu, G. 2015. Federal Character Principles in Nigerian Constitution and Its Applicability: Issuea and Challenges. *IOST Journal Of Humanities and Social Science*. Vol. 20, Issue 12.

there is need to have a good grasp of the stages as highlighted by him. Afigbo further argues that the principle emerged as a result of concession reached among the leaders of the 1976 CDC. The formula was adopted as a solution to challenges to imbalances in education, economic and political instability between the Southern and Northern part, and other major ethnic and various minority ethnic groups in Nigeria.

The Federal Character principle and quota system were embraced by the government to discourage a sense of divergence to encourage a sense of equality in Nigeria. Obielumani¹³⁸ posits that the application of the policies of quota system and Federal Character were meant to identify and solve the problem of academic imbalance in the university system in the country. Contrastingly, such policies had negative effect on the university admissions processes (especially, Government University), appointment and appointment of university dons as well as siting of public universities. To a large extent, this has reduced access to university education especially, the qualified candidates while there is increase in the appointment of less qualified people into position of leadership in the government establishment and parastatals. In corroboration, the report of Somade Committee, which was set up to probe the degree of the imbalance in the system of education in Nigerian in 1970,¹³⁹ reveals a broad gap between the South and North. The report posits that it was due to historical background, social, religious and cultural differences of both regions on the eve of independence.

Worth noting was the diverse ethnic groups, regions and subsequently states that have existed and in existence in Nigeria. They advanced at varying pace in different sectors including education. While major determinant factors such as when, where, how, who, why are put into consideration before siting of university, who controls, plans, and monitors the university cannot be undermined. All these should be viewed from several perspectives which are often rooted in ethnic affinity.

¹³⁸Obielumani, I.O. (2008). Quota System And Educational Reforms in Nigeria. *Journal Of Research in National Development*, 6(1), Retrieved from [Http://Transcampus.Org/JORINDV6Jun2008/Journalsv6no1june200823.Html](http://Transcampus.Org/JORINDV6Jun2008/Journalsv6no1june200823.Html), on the 13th Of January, 2014. Cited In Duruji, M.M., et al. 2015. *Ethnicisation of University Education and National Development: the Nigerian Experience*. [Www.Wikipedia](http://www.Wikipedia) Date retrieved 17/10/2018

¹³⁹ Nduka, O. 1974. Education and the Realisation of Social Justice and Human Rights in Nigeria. In Haavelsrud, M. (Ed.), *Education for Peace: Reflection and Action*, U.K.: University of Keele. Cited in Duruji, M.M., et al. 2015. *Ethnicisation of University Education and National Development: The Nigerian Experience*. [Www.Wikipedia](http://www.Wikipedia) Date retrieved 17/10/2018

The country enjoyed oil boom between the period of 1970 and 1975. It was believed that Nigeria's problem at the time was 'how to spend her money'.¹⁴⁰ This suggests that there was enough money to spend on the establishment and financing of more universities by the apex government. Hence, she succumbs to the 'political' pressure from the states demanding for universities of its own. Consequent upon this, towards the end of 1975, new universities had been established in Calabar, Kano, Sokoto and Maiduguri while, three colleges were opened at Ilorin, Jos and Port-Harcourt as affiliate of the University of Ibadan.

There were political and economic changes which have some lasting effects on the Nigerian economy that came into being towards the tail-end of 1975 through 1980. General Muritala Mohammed, before his assassination in 1976, had created seven states thereby increasing the number from twelve to nineteen states. This development led to the agitations for more universities for the newly formed states without a university. However, due to the drop in oil revenue during this period and what could be referred to as 'wasteful spending' of the past, the government could no longer afford to establish new universities but resorted to taking over the state-owned universities and also up-graded the three existing colleges to autonomous universities.

In the words of Akinbote and Omolade, the period of 1979 and 1985 could be described as that of 'great scramble' for the universities in Nigeria,¹⁴¹ whereby the federal, state and some individuals were rigorously engaged in the establishment of higher institutions. The federal government established a university in each state of the federation that was without a university; all the Southern States, except Oyo, founded their universities while some private individuals in Anambra and Imo States also established their own universities. (Dr. Nnana Ukaegbu spearheaded the private involvement in university education by establishing the Imo Technical University, Owerri). With the advent of another military rule in 1983, the government declared all the private universities as illegal and they were proscribed. Many of the of the technology-oriented universities owned by the Federal Government were merged with the existing universities nearest to them. Thus, number of public university increased between the period of 1970-1975 and 1980-1983. It is worthy of note that General Gowon

¹⁴⁰ Akinbote O. & Omolade, E. O. 1994. Politicization of University Education: The Nigerian Experience. *Nigerian Journal of Research and Development in Higher Education (NIJORDHE)*. Vol. 1, Nos. 1 & 2. 108

¹⁴¹ Akinbote, O. & Omolade, E. O. 1994. Politicization of University Education: The Nigerian Experience. *Nigerian Journal of Research and Development in Higher Education (NIJORDHE)*. Vol. 1, Nos. 1 & 2. 109

(1970-1975) was a military Head of State, whose decisions were largely aimed at pacifying the various ethnic groups in order to achieve national unity while Alhaji Shagari's decisions (1979-1983) were aimed at gaining political support from all parts of the country. By implication, the country witnessed prompt expansion of university education which could be credited to the leadership styles of the political and military leaders during these periods.

At Nigeria's return into another phase of military rule in 1983, led by Buhari, the number of universities in Nigeria remained the same till 1985 because the administration, in 1984, banned the establishment of new universities. However, the ban was lifted by the Babangida-led Military administration. Hence, there was a surge in the number of federal and state universities during the period. Akinbote and Omolade reiterate that in most cases as usual, the new universities were established mainly on political expediency and not necessarily on any sound socio-economic considerations.

The Ashby Commission recommended that universities must be insulated from politics and that no member of the Governing Councils should be permitted to be agents of political parties or sectional interests. Unfortunately, these recommendations have not been implemented. The fact remains that at varying degrees, the universities have to show some loyalties to the government of the day. This therefore, explains why appointments to important posts such as those of the Vice-Chancellor, the Chairman and the Governing Council members were not usually based on experience or merit. Thus, party patronage, connections, Federal Character slogan, more or less dictates who would occupy such posts. The 1999 Constitution of Federal Republic of Nigeria Section 14, subsection 3 of the constitution affirms that; ...The Federal Character of Nigeria shall reflect the structure of government or its agencies, conduct of affairs in a manner that shall promote national unity and loyalty...¹⁴²

The involvement of politics in the establishment of university in Nigeria has multiple effects on education in particular and the Nigerian economy in general. Apart from funding the universities, the government has become so involved in the politics of the campus, such as the appointment and the removal of their principal officers, including the academic staff. There have been occasions when Vice-Chancellors were transferred from one university to the other, as if they were secondary school principals. Equally, the unnecessary government's

¹⁴² Aondoaka, T. P. & Orluchukwu, G. 2015. Federal Character Principles in Nigerian Constitution and Its Applicability: Issues and Challenges. IOST Journal of Humanities and Social Science. Vol. 20, Issue 12. 52

interference in university administration has resulted to the loss of the universities' powers to the government in terms of decision making on important matters affecting their daily administration. It could be sarcastically said that *he who pays the piper, calls the tune*. Government therefore, determines the admission quota/catchment areas, courses approved/offered and in most cases, when universities are to close or re-opened. Also, teaching, learning and research activities in the universities have been adversely affected due to poor funding because of measures the government took to control expenditure. This has led to frustration of both the students and the staff, resulting in exodus of academic staff from one university to the other (as it also happens in other sectors of the economy). Some left the country in searching of greener pasture.

Similarly, Dibua notes that the assumption of ownership of Nigerian universities by the federal government has serious implications for university governance.¹⁴³ In the first instance, the universities were treated as federal government parastatals and were fully integrated into the federal bureaucratic structure. Thus, the chain of command of the universities flows down from the head of state through the federal minister of education to the National Universities Commission (NUC), to the respective university councils and then the vice-chancellors.

In addition, memberships of the university councils are arbitrarily allotted by the federal government. Such appointments are often seen as sources of patronage than based on the qualification of the individuals. In this circumstance, vice-chancellors are not responsible to their university constituencies; rather they owe their loyalty to the head of state. Universities therefore, seem to have lost their autonomy with vice-chancellors exercising illogical and dictatorial powers while university council has become ineffective, and they merely rubber-stamped the decisions of the government. The structure of the university governance therefore, permits the Head of States or the Minister of Education, or the executive secretary of the NUC, to make policy statements that affect Nigerian universities without prior consultation with University Councils and Senates. Most of these pronouncements are resented because they are made without consulting relevant bodies in the universities, and on account of their detrimental impact on the university system. Resentment especially from students and lecturers are usually

¹⁴³ Dibua, J. I. 2004. *Student and the Struggle against Authoritarianism in University Governance in Nigeria*. African Universities in the Twenty-First Century. A. Olukoshi and P. T. Zeleza. Eds. Volume II. South Africa. UNISA Press. 459

manifested in the form of protests, which sometimes become violent when attempts are made to forcefully suppress them. This, however, has untold adverse effect on the public universities in the country.

Furthermore, the idea that the regional or the federal government had created and continued with the practice of planning for the future of university education, begun with the colonial administration. The result was the careful choice of site for the universities, the recruitment of quality staff and the admission of students. There was also healthy competition by the regions as each regional university sought to address the concerns that were considered urgent and pressing. Thus, while one university specialises in architecture and veterinary medicine, another in basic sciences and engineering, another one specialised in human medicine and yet another focused primarily on agriculture, tropical medicine and pharmacy. But all ensured that there was the indigenisation of the curriculum to offer a response to demand for expansion and relevance.¹⁴⁴

Successive governments in the post-independent Nigeria also based entry into the university on politics. The Joint Admission and Matriculation Board (JAMB) was designed to control the influx of access to higher education and to promote ethnic balancing. Owoeye succinctly puts that if not for the proactive intervention of private universities access would have been truncated through primitive sentiment. As such, the hopes of those aspiring to get university education would have been jeopardized.¹⁴⁵

Emanating from the above, politicisation of education in Nigeria could be said to have originated from the agitations of the people towards the development of university education in their regions due to political motivation and tribal affiliation. This has its root in the colonial administration and has been promoted by various political leaders and sustained by the successive governments in Nigeria. This is because most political office holders see themselves first, as Yoruba, Igbo or Hausa as the case may be, before seeing themselves as Nigerians. The tribal affiliation often times, fuel the frictions among various ethnic divisions in the country under the guise of religious and political differences.

¹⁴⁴ Omolewa, M. 2010. Highlights of Historical Development of University Education in Nigeria. In Okojie et al (Eds.) *50 Years of University Education in Nigeria: Evolution, Achievement and Future Directions*. Abuja: NUC Publications. 35

¹⁴⁵ Owoeye, J. 2010. *The Place of Private Universities in Nigeria's Educational System*. Guest Lecturer, 76th Birthday Lecture of Honourable Chancellor Chief Sir, Gabriel Osawaru Igbinedion LL.D., DLIT., GCK. CON, The Esama of Benin Kingdom. 6

2.4.5 History of First Phase of Private Universities in Nigeria, 1979-1984

The foremost effort towards the establishment of private university was made by Dr. Basil Nnanna Ukaegbu in the 1980s. He formed an organisation called the Technological and Economic Development Mission (TEDEM). It was the organisation that founded the Imo Technical University Enugu as a private higher citadel of learning in Nigeria. The university was founded without the government's approval. According to the statement by the TEDEM, the organisation purposefully chose Nigeria for the pilot project because of her enormous material and human resources.¹⁴⁶ Therefore, the university proposed to focus on agricultural revolution and modernisation of rural settlements. It further focused on developments in the area of technical education, energy production and distribution, and air travel facilities. Technological education was provided so as to create a large number of scientists, technologists, engineers and professional managers needed for the country's advancement.

Hence on 13th January, 1981, the university puts up an advert in the newspapers to offer admission to prospective candidates into the school of Basic Sciences. This could be physical structures such as building and others that were in place. Thus, students were admitted into the school of Basic Studies of Technological and Economic Development Mission (TEDEM). According to the proprietor, the main reason for the creation of the university was the liberation of the Black race. In the meantime, the government of Imo State, had been making efforts to establish her university. Nevertheless, the government released the white paper as regards the establishment of a university on 22nd January, 1981. This, Okafor notes was a distraction to the Imo government because the state government through the education commissioner, Dr. Josiah Ogbonna pronounces the Imo Technical University as illegal institution on the 23rd February, 1981.¹⁴⁷ Consequent upon this, the Attorney General of the State took the coordinator of TEDEM, Dr. Basil Ukaegbu to court in March, 1981. He was

¹⁴⁶ Okafor Nduka. 2013. *One and A Half Century of The University in Nigeria, 1868-2011; A Historical Account*. Enugu: Progress Publishing Co. Ltd. 59

¹⁴⁷ Okafor, Nduka. 2013. *One and A Half Century Of The University in Nigeria, 1868-2011; A Historical Account*. Enugu: Progress Publishing Co. Ltd. 59. Also, See, *Daily Star*, 1981, Page 1; *Nigerian Statesman*, 25 February, 1981, Pages 1 & 9

accused of establishing Imo Technical University. Another allegation leveled against him was that he did not get approval from either the Federal or the State government before he embarked on the project, while the National Assembly did not enact any law to that effect. Meanwhile the trying Judge, Chukwudifu Oputa pronounced that:

The Nigerian Constitution of 1979 empowered the National Assembly the power to give approval for the establishment of university. He therefore, queried why the defendant failed to invoke the assistance of the National Assembly. He explains that it is not possible for anybody to establish a university without following a due course. That is, without consulting either the government and adhering to the enabling laws.¹⁴⁸

The chief judge therefore, declared that private university must be duly registered. Also, he was of the opinion that a university founded by an individual must be integrated, while prospective owners must follow due process as laid down by the National Assembly.¹⁴⁹ As a result, the High Court of Imo State on the 8th May, 1981 granted the plaintiff [Imo State Government] all her prayers, which summarily states that:

The Technical University, Imerienwe being founded by the plaintiff (Dr. Basil Ukaegbu) be declared as an illegal institution. The pronouncement indicates that the School of Basic Studies is not legalised as the founder was not granted government's approval before establishing it. The court equally establishes that the defendant has not consulted either Imo State Government or the National Assembly so as to have balanced and coordinated educational development. On this note, the court issues injunction holding back the defendant and his agents from admitting students ...¹⁵⁰

¹⁴⁸ Okafor, Nduka. 2013. *One and A Half Century of the University in Nigeria, 1868-2011; A Historical Account*. Enugu: Progress Publishing Co. Ltd. 60

¹⁴⁹ Nigerian Court Cases. 1983, Ukaegbu Vs A-G, Imo State. 168 cited in Okafor Nduka. 2013. *One and A Half Century of the University in Nigeria, 1868-2011; A Historical Account*. Enugu: Progress Publishing Co. Ltd. 61

¹⁵⁰ Supreme Court Law Reports. 1983. 221 cited in Okafor Nduka. 2013. *One and A Half Century of the University in Nigeria, 1868-2011; A Historical Account*. Enugu: Progress Publishing Co. Ltd. 61

Thereafter, there was an appeal made by Dr. Ukaegbu against the rulings of the government at the Federal Court of Appeal, while argument from both sides got toughened. The case was transferred to the Supreme Court for further examination consequently ruled in favour of the establishment of TEDEM. The Supreme Court ruling is summarised as follow;

Nigerian Constitution of 1979 states that the State Assemblies and the National Assembly reserve the power to establish university. It is only the National Assembly that can regulate laws passed for the purpose. Thus, the Joint Admission and Matriculation Board (JAMB) and the National Universities Commission (NUC) are given mandate to regulate and monitor, admit, run the activities of public and private universities in the country. As such, they don't have power to step down any individuals or Corporate Bodies from founding their own universities.¹⁵¹

The above judgment clearly affirms any individual's right to establish a university. The development therefore, paved way for individuals in providing university education in the country. Thus, within four months of the judgment, Uchendu Center for Nigerian Technological Strategy, Ogidi, Anambra State and the Imo State Technical University, Imo State on 17th May, 1983 placed an advertisement for members of staff of the university. In the same vein, Imo Medical Academy (School) also puts up advertisement for students. It is interesting to note that, within three months, about forty private universities were announced. However, most of them only existed on the pages of newspapers.¹⁵² Between 1979 and 1984, many private individuals and organisations had indicated interest in establishing private universities, which eventually culminated in the birth of twenty six (26) private universities in Nigeria.

2.5 The Demise of First Phase of Private Universities in Nigeria, 1979-1984

¹⁵¹ Supreme Court Law Reports. 1983. 217 cited in Okafor Nduka. 2013. *One and A Half Century of the University In Nigeria, 1868-2011; A Historical Account*. Enugu: Progress Publishing Co. Ltd. 61-62

¹⁵² Okafor, Nduka. 2013. *One and a Half Century of the University in Nigeria, 1868-2011; A Historical Account*. Enugu: Progress Publishing Co. Ltd. 63

The proliferation of unregulated individually owned universities was of a great concern to Nigerians. Alhaji Yahaya Aliyu's¹⁵³ fear was clearly expressed in his words, "... we record with great concern with manner at which private universities are coming up. The rate is so alarming that we have lost count on their number as they keep appearing on the pages of newspapers on daily basis..."¹⁵⁴ Also, Chief Sam Mbakwe who was the governor of Imo State expressed his fear as regards the development by saying...the emergence of private university in the country has turned to a joke. The affair of establishing kiosks called universities by founders calls for special attention. If the situation is not curbed by the government on time, the products that would be turned out by these universities might not be fit for bus driving...Equally, the Conference of Academic Staff Union of Universities (ASUU) held in May, 1983 came up with communiqué as regards private universities as follow "...private persons who desire to create a university of diverse grades of academic ideals ... A standard policy must be put in place... that would ensure that the Nigerian University system is not irretrievably damaged..."¹⁵⁵

These universities could not stand the test of time because of poor planning, inadequate infrastructural facilities/equipment as well as poor administration, among others. Besides, some of the universities were extensively seen then as *glorified post-primary schools* with low academic standard in terms of manpower (human resources).¹⁵⁶ According to Yahaya Aliyu,

...a declaration was made by the Supreme Court resulted to the advent of private universities in the country. The decision of the court was that individuals and private agencies are qualified to establish universities in the absence of any law passed for the purpose...¹⁵⁷

¹⁵³ Alhaji Yahaya Aliyu was the Executive Secretary, National Universities Commission (NUC)

¹⁵⁴ Toye, 1984 cited in Okafor, Nduka 2013. *One and a Half Century of the University in Nigeria, 1868-2011; A Historical Account*. Enugu: Progress Publishing Co. Ltd. 63

¹⁵⁵ Toye, 1984 Cited in Okafor, Nduka 2013. *One and a Half Century of the University in Nigeria, 1868-2011; A Historical Account*. Enugu: Progress Publishing Co. Ltd. 63

¹⁵⁶ Barrow, M. 2004. Development In Private Post-Secondary Education in Nigeria, 1996. *Private Post-Secondary Education In Four Commonwealth Countries*. A. Schofield. Ed. Paris: UNESCO. Also, See, Thaver, B. 2004. Private Higher Education in Africa: Six Country Case Studies. *African Universities in the Twenty- First Century*. P. T. Zeleza & A. Olukoshi. Eds. Volume I. South Africa: UNISA Press. 221.

¹⁵⁷ Daily Times, November 12, 1983. 31. Cited in Toye, S. A. 1984. Proliferation of Universities, The Nigerian Experience. *American Journal of Scientific Research* No. 7: 120.

Several allegations prompted the government to ban the activities and the founding of private university in Nigeria as illegal. Following the fall of the Second Republic which invariably led to the military take-over of power under the rulership of Major General Muhammadu Buhari on December, 31st 1983, he ordered the shutdown of these private universities in the country.¹⁵⁸ The closure was grounded in the *Private institutions (Abolition and Prohibition)* Decree No. 19 of 1984.¹⁵⁹ Not only that, it also prohibited the founding of more individual-owned universities in Nigeria.¹⁶⁰ Thus, the innovation was effectively scuttled by this military administration in 1984. Shortly after, National Minimum Standards and founding of Institutions was introduced by the government in 1985.

2.6 Interregnum Era in the History of Private University in Nigeria, 1984-1999

This section covers 1984 to 1999. It is a period of fifteen years that could be described as an era of interregnum in the history of private university education system in Nigeria. At the emergence of military regime in the corridor of power in the country through a *coup d'états* that ushered in the military administration led by Major General Mohammed Buhari, one of the first tasks carried out by the regime was the proscription of private university enterprise in Nigeria through Decree 19 of 1984 due to several allegations leveled against private involvement in the provision of university education in Nigeria. Among the allegations was that these universities were poorly planned, lack of manpower and infrastructural developments, poor standard of administration among others which was an off-shoot of inadequate funding thus, portraying them *glorified secondary schools* with low academic standard.

However, several attempts were put in place by individuals, corporate and religious bodies to impress upon the government's reasons to promote private individual and corporate collaboration in providing university education in Nigeria. One of such moves was made by Chukwuemeka Ezeife who was the governor of Anambra State when the Bill of Madonna

¹⁵⁸ Ajadi, Timothy O. 2010. Private Universities in Nigeria: The Challenges Ahead. *American Journal of Scientific Research Issue* No. 7: 20.

¹⁵⁹ Osagie, A. U. 2009. *The Development of Private Universities in Nigeria: Change And Choice*. Benin: Rawel Printing Press. 15.

¹⁶⁰ Mmika, I. E. 2014. *Academic Programmes Accreditation for Quality Assurance in Nigerian Universities*. Unpublished Ph. D. Thesis in Educational Management Department (Educational Administration), University of Ibadan. 44

University was signed by Rev. Father Edeh, thus, enabling the University to operate as private university in 1991. Government at the apex level swiftly issued a Decree that proscribed the Bill, affirming that the federal government alone has the right to legislate on private universities.¹⁶¹

Among the prominent efforts made by individuals for the approval of private university in Nigeria was that of Chief Igbinedion. His passion for investment in education could be traced to the 1980s, a period when Nigerian higher education was facing a challenging time. During the time, British Universities had stopped to accept Nigerian Degrees for postgraduate studies in the United Kingdom.¹⁶² The development made Chief Igbinedion to step into the matter to see how he could ameliorate the situation. In the words of Edo *et al*, ‘Chief Igbinedion deliberated extensively with Chief M.K.O Abiola, his wife, Lady Cherry and other people who were knowledgeable about higher education on the future of education sector in Nigeria. He resolved that founding private university would be a way out of the country’s predicaments.’

On this note, Chief Igbinedion approached the government in power, led by President Ibrahim Babangida to discuss with him, the future of educational sector in the country being an issue of national concern. This was further buttressed by a personal experience described by Chief Igbinedion. He stated that when he discovered that his daughter who was attending the same university with Chief M. K. O. Abiola’s daughter was no longer coming to school. He explained that he probed further to find out what the problem was. He said he discovered that Nigerians were having challenges with foreign exchange, as such; most parents could not get money across to their wards in England. On hearing this, General Babangida promised to handle the issue as a matter of urgency. Interestingly, the decision was a deliberate act on the part of the British government. They had a grouse against the Nigerian higher educational system. They queried the fact that how would a university embark on strike actions for six months and still be able to come out with a Degree?¹⁶³ This shows that the quality of the degree would be substandard. By implication, only the privileged few could access higher

¹⁶¹ Nduka, Okafor. 2014. One and a Half Centuries of the Universities in Nigeria: 1868-2011; *A Historical Account*. Enugu: Progress Publishing Co. PLC

¹⁶² Edo, et al. 2014. *The Living Legend: Sir (Dr.) Chief Gabriel Osawaru Igbinedion. A Biography*. Ibadan: University Press. 147

¹⁶³ Edo, et al. 2014. *The Living Legend: Sir (Dr.) Chief Gabriel Osawaru Igbinedion. A Biography*. Ibadan: University Press. 148

education outside the country at the detriment of a large number of qualified candidates left behind in Nigeria are those whose parents could not afford the financial implications of sending their children abroad for further studies.

Private university thus, became topical issues of discourse which were constantly receiving attention from all and sundry in the society as they made strong case about founding and funding individual owned university education. That was determined to encourage the government to liberalise the private sectors so as to encourage their involvement in providing higher learning in the country in order to absorb a large number of qualified secondary school leavers that were not given placement by the government universities due to limited carrying capacities of public institutions.¹⁶⁴ In response to the plea, the then Military Head of State of Nigeria General Ibrahim Badamosi Babangida decided to set up the *Commission on the Review of Higher Education in Nigeria*, referred to as the Longe Commission, headed by Chief Gray Longe. The commission was inaugurated in December, 1990. Among many recommendations the Commission encouraged private involvement in university education. Consequent upon this, the government promulgated Decree No 9 of 1993 which was enacted to nullify Decree of 1984. Thus, the recommendation made by the commission, legalised *National Minimum Standards and Establishment of Institutions*.¹⁶⁵ The Decree No 9 of 1993¹⁶⁶ therefore, encouraged individuals, organisations, corporate bodies, and local governments to found as well as to run the affairs of private universities as long as they meet stipulated guidelines followed by the approval of government.¹⁶⁷ Some of the general guidelines include

- 19A 1. University education may be owed or sponsored by the government
(Local, State or Federal)
2. Corporate Company

¹⁶⁴ Toye, S. A. 2004. "Proliferation of Universities: the Nigerian Experience", <http://www.Unilorin.Edu.Ng/Unilorin/>. Retrieved on 2/4/2012

¹⁶⁵ Okojie, A. O. 2009. Executive Secretary, National Universities Commission, as cited in the National Universities Commission. *Monday Bulletin* September. Vol. 4. No. 40: 11-12. See Also, Okafor, N. 2012. *One and a Half Centuries of the University in Nigeria, 1868-2011: A Historical Account*. Enugu: Progressive Publishing Co. Ltd. 69

¹⁶⁶ Okojie, A. O. 2009. Executive Secretary, National Universities Commission, as cited in the National Universities Commission. *Monday Bulletin* September. Vol. 4. No. 40: 11-12. See Also, Okafor, N. 2012. *One and a Half Centuries of the University in Nigeria, 1868-2011: A Historical Account*. Enugu: Progressive Publishing Co. Ltd. 70

¹⁶⁷ Okojie, J. A. 2008. *Licensing, Accreditation and Quality Assurance in Nigerian Universities: Achievements and Challenges*. Paper Presented at the 2008 CHEA Summer Workshop 26-27 June. 22

3. Individual, association of individuals that are Nigerian citizens.¹⁶⁸

Based on the Longe Report, the Decree No 9 of 1993, while providing a legitimate support for the founding of individual owned universities in the country,¹⁶⁹ clearly spelt out standard for the founding of Institutions of Higher Learning which stipulates that there are some items that must be provided by the proposed universities. These include evidence of;

- i. Academic structure and disciplines
- ii. Sufficient funds, ... academic and supporting staff
- iii. Availability of fixed assets, i.e land,...
- iv. Confirmed ₦200m in the bank for a minimum five years
- v. Minimum of 100 acres of land over a 20-25 period years
- vi. Guaranteed source of water, power, communication, and housing for staff and student¹⁷⁰

The Standing Committee on Private Universities (SCOPU) was commissioned on 27th of May, 1993. Its major roles and responsibilities are “to carry out and ensuring an effective, fair, systematic as well as prompt assessment of all applications submitted to the commission by individuals, organisations, Corporate Bodies and communities that wish to set up private universities.”¹⁷¹

To further buttress the reasons the Federal Government consented to the establishment of private universities in the country, Olokede describes it as a direct fall-out of the World Declaration on Higher Education held in Paris between 5th and 10th October, 1998. There, it was re-affirmed that ‘education is a basic pillar of science, democracy, human rights and sustainable development.’ From the time when the declaration on Higher Education was made, national policy makers worked assiduously by leaving no stone unturned to setting the wheel of the vision in motion towards being realistic since education cannot be single-handedly

¹⁶⁸ Okafor, N. 2012. *One and a Half Centuries of the University in Nigeria, 1868-2011: A Historical Account*. Enugu: Progressive Publishing Co. Ltd. 70

¹⁶⁹ Okojie, J. A. 2008. *Licensing, Accreditation and Quality Assurance in Nigerian Universities: Achievements and Challenges*. Paper Presented at The 2008 CHEA Summer Workshop 26-27 June. 22

¹⁷⁰ Okafor, N. 2012. *One and a Half Centuries of the University in Nigeria, 1868-2011: A Historical Account*. Enugu: Progressive Publishing Co. Ltd. 70

¹⁷¹ Okojie, A. O. 2009. National Universities Commission, *Monday Bulletin* September. Vol. 4. No. 40: 11-12.

provided for the citizenry by the government. Therefore, in a bid to speed up the actualisation of the World Declaration on Higher Education, according to the Nigerian Education Sector Development Plan, “registration of at least, three private universities per year” was part of the strategies to ensure that the society becomes intimated with the need to participating in this innovation. While considering the sensitivity of owing a private university. Thus, the terms of reference include; considering of application form; assessing and preparation of assessment report to be forwarded to the Management Committee of the Commission; followed by Committee’s recommendation sent to the University Development Committee (UDC) and lastly to be submitted to the NUC for appropriate decision as well as consideration.

2.7 14-Stage Process in the Establishment of Private Universities in Nigeria

Application, in writing, stating the intent for the establishment of the University (Step 1)

Prospective applicant applies in writing, to the Executive Secretary, National Universities Commission, presenting the intent for founding of university. The statement of that intent includes, the proposed name of the University, its location, vision and vision, nature and focal niche in the current Nigeria university system, etc.

Interview of Prospective Proprietors to ascertain their intention (Step 2)

Interested applicants would be invited by the commission for interactive session in order to ascertain their level of seriousness and the justification for founding the university.

Collection of application forms (Step 3)

Having considered the application, applicants are expected to forward delegates with the evidence of prescribed payment to the Commission in order to be given ten (10) application forms. Whereupon, guideline copies and other requirements as well as other clarifications are issued as appropriate. These are given to serve as guidance. Other explanations are equally taken into consideration.

Submission of Application Forms and Relevant Documents (Step 4)

A well filled application form is submitted along with certain non-refundable fee in Bank Draft that will be addressed to NUC including the following draft documents;

Academic Brief, University Law, Masterplan ... Certificate of Occupancy/ Deed of Assignment, Evidence of Liquid Cash and Bank Guarantee of Funds to the minimum of ₦200 Million from a reputable Bank... It is important to note that applicants are not encouraged to process the last two documents until application is at a near complete stage.

Interactive Meeting of SCOPU with the proposed university (Step 5)

Members of Planning & Implementation Committee of proposed university are invited by SCOPU to the NUC office for a meeting as an overture to the first verification visit to the proposed campus site. At the meeting, salient matters concerning university administration are fully deliberated upon, while crucial issues are resolved. The meeting also affords the prospective university an opportunity of interacting with the management team of the NUC ably led by the Executive Secretary for words of encouragement and advice. There and then, basic philosophy of universities and their societal roles would be delivered by the NUC as a seminar. This would avail the would-be Proprietors of their essence of existence and what the society expects of them.

Completion of Submission of Outstanding relevant documents (Step 6)

Here, all relevant documents are submitted. These relevant documents include the drafts of Masterplan, University Law and the Academic Briefs.

Intensive review/analysis of documents by experts in relevant NUC Departments (Step 7)

Having submitted all important documents, these papers are sent to professional sections for further analysis and evaluation. For instance, documents of Masterplan and Academic Brief are sent to Academic Standard Department while legal papers such as Counterpart Deeds of Assignment, University Law, Certificate of Occupancy, Certificate of Registration/Incorporation etc are sent to the office of the Executive Secretary for evaluation.

First verification visit (Step 8)

SCOPU visits the proposed university for the verification of their assets in line with documents submitted. Physical facilities are inspected to confirm their competence for the prospective Colleges for the first stage. Also, familiarisation visits are paid to the government parastatals that provide public facilities such as water, electricity etc. There is an equally courtesy call to the traditional title holders as well as local government headquarters of where the prospective university is sited. All the visits are embarked upon in order to seek backings of the host-community, also to sensitize the locality that an institution would be sited in the area soonest. This visit is termed very significant as it would reveal whether the prospective proprietor is committed to the project as it is a precondition to the final inspection and verification visit.

Revision of documentation by proprietors based on report by the SCOPU of NUC (Step 9)

Here, the intended university revises its document and modify its facilities in order to reflect the prescriptions and suggestions provided by the NUC during the first visit. Thereafter, these documents are sent to the NUC for evaluation to ensure compliancy. The progress made at this level determines the need to move to the next stage which is the final verification visit to the proposed campus site, if otherwise, the process is put on hold until necessary requirement is met.

Second verification visit (Step 10)

This is the final visit. At this stage, all the prescriptions given are expected to have been met. The Planning & Implementation Committee must have reviewed the documents to a perfect and acceptable standard. All the completed documents are to be sighted and submitted to the NUC while final verification of infrastructural facilities in accordance with the NUC standards is carried out.

Security screening of Proprietors and Board of Trustees (Step 11)

The screening is carried out to ascertain the credibility of the proprietor and that of the members of Board of Trustees not being people of questionable personalities

Approval by NUC management (Step 12)

A comprehensive report that would entail scores from final verification would be prepared by SCOPU and forwarded to the NUC for necessary actions.

Approval by NUC Board (Step 13)

The SCOPU report received by the NUC would be evaluated and considered while recommendations are sent to the University Development Committee (UDC) for consideration. The UDC further sent the NUC Management for ratification. Thereafter, the NUC Board sent her recommendation to the Minister of Education (Federal Government) for approval.

Approval by Federal Executive Council (Step 14)

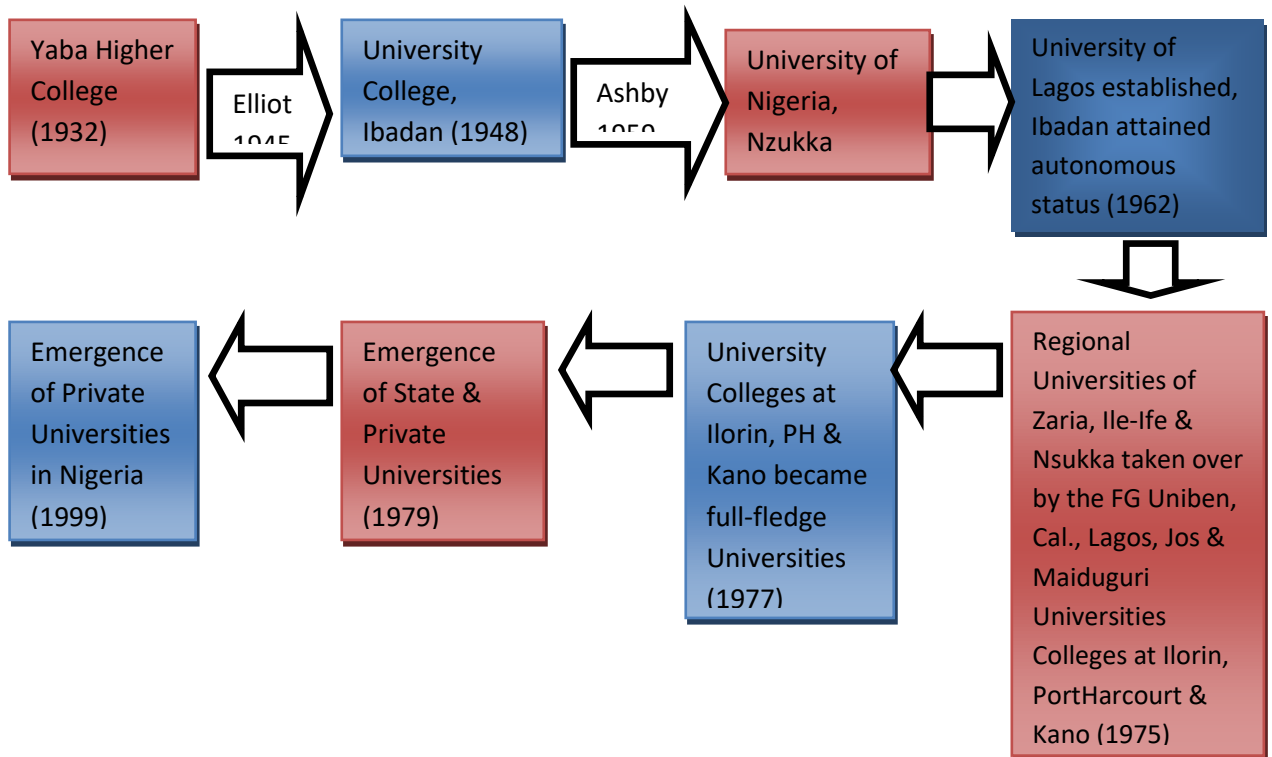
Finally, the recommendation of the NUC Board is approved by the Federal Executive Council, issuing a three-year Provisional License of operation to the proprietor. Collection of substantive license by the proprietor is subject to satisfactory performance within the probationary period.¹⁷²

Therefore, any prospective proprietor that is able to meet the above requirements as clearly stipulated by the NUC is granted provisional license of operation to establish private university in the country. Thus, several efforts¹⁷³ made by General Ibrahim Babangida's military-led administration played significant roles in laying the foundation for the second phase of the emergence of private university in Nigeria. These efforts which were further intensified by the regime of General Abdulsalam Abubakar brought into logical conclusion on the eve of the birth of the Fourth Republic on May 29 1999.

Figure 2.1: Graphical illustration of History of University Education in Nigeria

¹⁷² Okojie, J. A. 2008. *Licensing, Accreditation and Quality Assurance in Nigerian Universities: Achievements and Challenges*. Paper Presented at the 2008 CHEA Summer Workshop 26-27 June. 23. Also, see, Okafor, N. 2012. *One and a Half Centuries of the University in Nigeria, 1868-2011: A Historical Account*. Enugu: Progressive Publishing Co. Ltd. 70. And, cited in National Universities Commission (NUC) Website. www.Nuc.Org. Date retrieved, 20/01/18

¹⁷³ One of the efforts was Longe's Commission that was set up in 1991 to look into tertiary education in Nigeria, while one of the recommendations paved way for private hands engaging in education enterprise especially university education in the country.



Adapted from Okojie, 2008. P. 6

CHAPTER THREE

THE DEVELOPMENT OF PRIVATE UNIVERSITIES IN NIGERIA, 1999-2015

May 29th 1999 ushered in the Fourth Republic Nigeria, when the new democratically elected government under the leadership of President Olusegun Obasanjo was sworn in. The event was remarkable as Nigeria had the second Executive President of the Federal Republic of Nigeria after a prolonged military rule for 16 years. Meanwhile, prior to May 1999, forty (40) applications was submitted to the National Universities Commission (NUC) by interested individuals, corporate bodies as well as religious organisations for the founding of private universities. It was only 3 out of these that met the requirements. Hence, they were granted provisional licenses of operation by the General Abdulsalam Abubakar-led administration. The three licensed universities were Igbinedion University, Okada, (Edo State); Babcock University, Ilisan-Remo (Ogun State) and Madonna University, Okija (Anambra State). Also, notable was the fact that while the provisional licenses were presented on the 10th of May, 1999, they were dated 20th May, 1999.¹⁷⁴ The licensed universities however, did not actively begin full academic work until after the inauguration of the new democratic government on May 29th, 1999.

3.1 Private Sector Participation in the Development of University Education in Nigeria since 1999

The inauguration of the new government had been considered to be the turning point in the history of the involvement of the private sector in line with provision of higher education in the country. Prior to the time, the People's Democratic Party (PDP) had indicated in her manifesto what she had in stock for the Nigerian economy, including education sector, if given

¹⁷⁴ It is worth noting here that provisional licenses were granted to the first three sets of private universities in Nigeria, that is, Igbinedion University, Okada, Babcock University, Ilisan-Remo and Madonna University, Okija during the Abudul Salam Abubakar-Military led administration on 10th Of May, 1999 and dated 20th May, 1999.

the people's mandate. Its vision for education as well articulated in its manifesto was to "encourage private and voluntary organisations to establish schools subject to compliance and adherence to existing government policies."¹⁷⁵ Existing government policy here specifically refers to the Act No 9 of 1993,¹⁷⁶ which allows individuals, organisations, corporate bodies, and communities¹⁷⁷ to set up private universities, if conditions for such are met.

Thus, the new democratic government under the leadership of Chief Olusegun Obasanjo complemented the initial effort of General Abdulsalam Abubakar's regime towards the promotion of private sector involvement in the provision of university education in the country. In his speech at the inauguration ceremony of privatisation in Nigeria, Obasanjo states that:

we are privatising [all sectors including higher education] for the benefits of Nigeria's economic salvage as well as our social life. Our position as regards the move was not to satisfy the World Bank, or the International Monetary Funds (IMF)... we are not starting privatisation [granting provisional licenses to private universities] from the very beginning. Some works have been prepared by the successive administration. We have access to a reservoir of wealth of knowledge of developed nations that have succeeded in privatising their states owned business from where we can adapt and adopt from...¹⁷⁸

The proliferation of private universities became essential in Nigeria as the federal and state governments found it very difficult to meet the requirements of the public university. Among the several reasons for this was the fact that the budget expended by the federal and the state governments appeared too much than what government could bear whereas other sectors like health, establishment, works and housing and the likes were in dire need of funds. This situation even became more intense as the budget allocated to education falls below 26%

¹⁷⁵ The Manifesto of the Peoples Democratic Party resolution on party formation passed At Sheraton Hotel, Abuja: Wednesday 19th August, 1998. Item E. 19

¹⁷⁶ Okojie, A. O. 2009. Executive Secretary, National Universities Commission, as cited in the National Universities Commission. *Monday Bulletin* September. Vol. 4. No. 40: 11-12.

¹⁷⁷ A good example is Kwararafa University, Wukari, the first and only community owned university in Nigeria

¹⁷⁸ Federal Republic Of Nigeria National Council on privatisation. *Privatisation Handbook*. 3rd Ed. 2001. *Imperative of Privatisation*. A statement made by President Olusegun Obasanjo on the occasion of the inauguration of the National Council on Privatisation in Presidential Villa, Abuja, Tuesday 20th July, 1999. 6

annual state budget as recommended by the UNESCO because higher education institutions are both capital and labour intensive.¹⁷⁹ The population of candidates seeking university education continued to be on the increase. At the primary level, there was a continuation of ‘free-education’, which had been the hallmark of the Universal Basic Education as introduced and encouraged by the Western Region Government. Hence, primary education was proclaimed as a basic right of every child. Also, having realised that one means of escape from living an impoverished life-style was access to education, there also continued to be increased thirst for education, even up to the tertiary level in order to secure a better future.

The most interesting part of it was that as the population of those desiring to further their education increases, available resources, both human and material were not increased in ratio to the number of candidates admitted. It was at this time that the government was frequently coming up with several policies that were not favourable to the system. These were constantly met with stiff opposition from both the students and the academics in form labour-related issues and strike actions to drive home their demands. All these posed adverse effects on the developmental state of university education in Nigeria. “...the deteriorated condition of public universities was a common knowledge, and one that required no debate.”¹⁸⁰ Therefore, in order to abate the ugly trend of deterioration in educational standard in this country, the government took the *bull by the horns* by proliferating university education in Nigeria. This was also motivated by outcry which had been for decades,¹⁸¹ from all quarters of the economy demanding an alternative way of salvaging the problems of low standard of education at the citadels of learning in the country. Consequently, government yielded to the societal demand for private hands in providing university education in the country, since it had been successfully experimented at the primary and secondary levels prior to this time. Hence, as provisional licenses were given by the government to 3 more private universities that have met the basic requirements to flag off their universities in 1999. This situation could best be perceived as the Obasanjo-administration refocused away from state centric to private driven

¹⁷⁹ Ajayi, S. A. & Okedara, C. A. 2012. *The Making of Bowen University: An Overview*. Ibadan: Baptist Press. 22

¹⁸⁰ Ajayi, S. Ademola. 2014. *A History of Bowen University: An Account of the Conception, Birth and Early Years of Africa's Premier Baptist University*. Ibadan: Bookwright Publishers. 11

¹⁸¹ The clamour for private intervention in the provision of tertiary education became a topical issue both at the national and international debates. it is interesting to mention that the effort became intensified in the 1980s & 1990s.

economy. A justification for this is that prior to his tenure, his predecessor granted provisional license to only three private universities but at the expiration of his 2nd-term tenure in 2007, the number had increased to 34.

The move for involving private hands to provide university education in Nigeria was made firstly, by religious bodies though the access was made open to all interested individuals, corporate bodies, communities, and religious organisations as long as one meets the required basic standards. For instance, the advent of missionary enterprise in the founding of private university in Nigeria began with Babcock University, Ilisan Remo and Madonna University, Okija, established by Seventh Day Adventist and the Roman Catholic Church respectively. At the second stage of the establishment of private universities, several applications were received by NUC. Among all the applications, Bowen University, Iwo, Osun State, was the only private university that met the National Universities Commission's minimum stipulated requirement, and it was subsequently granted a provisional license of operation in 2001. This development, therefore, propelled the faith-based private universities that were established during the time to spring up. Gradually, private universities continue to grow in their numbers by leaps and bounds up to 60 during our period of study.

There are many factors that motivated the surge of private universities in our country, particularly the faith-based, which constitute the highest number of Nigerian private universities in the country. For instance, emergence of faith-based universities such as Babcock, Madonna and Bowen could be described as an eye-opener to other Christian bodies to establish their own universities. It was seen as a competition whereby each Christian denomination cannot afford to miss out of the *roll calls of honour*. Also, with the underlying factor that there was high level of moral decadence and low standard of university education in Nigeria, some of these private universities, took upon themselves the challenge of curbing the trend of falling in standards of education in the country. In line with this view, Ojo stated that "these children are our future, if they are morally sound, we know that the rate of immorality in our society would reduce. Hence, the Apostolic Faith decided to have a university purposely for moral and academic training."¹⁸²

¹⁸² An interactive session with Ojo Abayomi, the Deputy Registrar, Crawford University, Igbesa, Ogun State. 13/03/15

Similarly, Kasali noted that Islamic bodies also took up the challenge of establishing their own universities, seeing the level at which the number of Christian faith-based private universities were growing.¹⁸³ He stated that when considering the number of faith-based private universities in Nigeria, Christians own the highest number in the country. They teach their children the fear of God as well as develop their intellectual and professional skills in various fields. Thereafter, they become useful to themselves, and they also contribute meaningfully towards the developmental progress of their society. Therefore, universities such as Al-Hikmah, Fountain and Crescent among others are dedicated to Islamic religion education, religious tenets and intellectual development in various fields of academic endeavours.

Also, Agbaje noted that in spite of the high number of government-owned higher institutions in Nigeria, all of them are not capable of accommodating or meeting the yearnings of qualified students who are not given admission by JAMB into various public universities in Nigeria. One of the options left for people therefore, was to look up to the church for solution to this problem as children from different churches fell into the category of affected students who were not given placement by the Joint Admissions and Matriculation Board into government universities in the country. He stated further that “we also need our own university where we can train our children in the way of God, apart from developing their intellectual skills.”¹⁸⁴ He concluded that it was because of high level of moral laxity in the society, that most faith-based universities came on board. The government through the National Universities Commission (NUC) continues to provide conducive platforms for the coming up of private university in Nigeria.

Notable machinery put in place by Nigerian government, through NUC, is the Committee of Vice Chancellors and Registrars of private universities in Nigeria (CVCRPUN). The body organises annual National Stakeholders’ workshop on private universities in Nigeria.¹⁸⁵ The committee has also passed a resolution affirming the need for greater

¹⁸³ An oral Interview with Kasali, M. A. Head Of Department, History and International Relations, Crescent University Ogun State. 15/03/15

¹⁸⁴ Interactive session with Agbaje, G.O.K. the Principal Assistant Registrar, McPherson University, Seriki Sotayo, Ogun State. 12/04/14.

¹⁸⁵ Okafor, N. 2014. One and a Half Centuries of the Universities in Nigeria: 1868-2011; *A Historical Account*. Enugu: Progress Publishing Co. PLC. 85. An interactive session with Mallam Aminu Aba. Deputy Director, Academic Planning, National Universities Commission, Abuja. 9/08/2017

recognition of the contributions of private universities in providing opportunity to university education. Their coming together however, brought about development in the private education system.

Apart from the national stakeholders’ workshop, there is Universities Annual Review Meeting (USRAM). The meeting comprises all the vice-chancellors of all universities in the country (that is, Federal, State and Private universities).¹⁸⁶ Issues bordering on the prospects and challenges of each university would be extensively discussed, and ways forward would be proffered. In the words of Aba, “all principal officers of these universities come to rob minds together to discuss the latest government policies and some other salient and emerging issues bothering on higher education in the country and their implications for university system.”¹⁸⁷ He observes that the development had been a worthwhile as the universities and the National Universities Commission (NUC) have seen a lot of improvement on the administrations of private universities in the country.

Table 3.1: List of Private Universities by the Geo-Political Zones in Nigeria, up till December, 2015

1	ZONE		NAME	YEAR	LOCATION/STATE
		1	Babcock University	1999	Ilisan Remo, Ogun State

¹⁸⁶ Interview with Mallam Aminu Aba, Deputy Director, Academic Matters, National Universities Commission (NUC), 21/08/2017

¹⁸⁷ Interactive session with Mallam Aminu Aba, Deputy Director, Academic Planning Department, National Universities Commission (NUC). 8/08/2017

SOUTH- WEST	2	Bowen University	2001	Iwo, Osun State
	3	Covenant University	2002	Canaan Land, Ota, Ogun State
	4	Ajayi Crowther University	2005	Oyo, Oyo State.
	5	Pan-Atlantic University	2002	Lagos, Lagos State.
	6	Lead City University	2005	Ibadan, Oyo State.
	7	Redeemer's University	2005	Ede, Osun State.
	8	Bells University of Tech.	2005	Sango-Ota, Nigeria.
	9	Crawford University	2005	Igbesa, Nigeria
	10	Crescent University	2005	Lafenwa, Abeokuta
	11	Joseph Ayo Babalola Univ.	2006	Ikeji-Arakeji, Osun State
	12	Fountain University	2007	Osogbo, Osun State.
	13	Caleb University	2007	Imota, Ikorodu, Lagos State.
	14	The Achievers University	2007	Owo, Ondo State.
	15	Wesley Univ. of Sci. & Tech.	2007	Ondo, Ondo State.
	16	Afe Babalola University	2009	Ado Ekiti, Ekiti State.
	17	Oduduwa University	2009	Ile-Ife, Osun State.
	18	Adeleke University	2011	Ede, Osun State
	19	Elizade University	2012	Ilara-Mokin, Ondo State
	20	McPherson University	2012	Seriki- Sotayo, Ogun State
	21	Southwestern University	2012	Okun-Owa, Ogun State
	22	Kings University	2015	Ode-Omu, Osun State
	23	Augustine University	2015	Ilara, Ogun State
	24	Hallmark University	2015	Ijebu-Itele, Ogun State
	25	Christopher University	2015	Mowe, Ogun State
	26	Mountain Top University	2015	Mowe, Ogun State
	27	Chrisland University	2015	Owode, Ogun State

2	SOUTH- EAST		NAME	YEAR	LOCATION/STATE
		1	Madonna University	1999	Okija, Anambra State.
		2	Caritas University	2005	Amorji-Nike, Enugu, Enugu State.
		3	Renaissance University	2005	Ojiagu-Agbani, Enugu, Enugu
		4	Tansian University	2007	Oba, Anambra State.
		5	Paul University	2009	Awka, Anambra State.
		6	Rhema University	2009	Obeama-Asa, Rivers State.
		7	Godfrey Okoye University	2009	Ugwuomu-Nike, Enugu State
		8	Gregory University	2012	Uturu, Abia State.
		9	Evangel University	2012	Akazeze, Ebonyi State
		10	Hezekiah University	2015	Umudi, Imo State
3			NAME	YEAR	LOCATION/STATE
		1	Igbinedion University	1999	Okada, Benin-City, Edo State

	SOUTH-SOUTH	2	Benson Idahosa University	2002	Benin City, Edo State
		3	Novena University	2005	Ogume, Delta State
		4	Obong University	2007	Obong Ntak, Cross River State
		5	Western Delta University	2007	Oghara, Delta State
		6	Wellspring University	2009	Benin-City, Edo State.
		7	Samuel Adegboyega Univ.	2011	Ogwa, Edo State
		8	Ritman University	2015	Ikot Ekpene, Akwa-Ibom State
		9	Michael & Cecilia Ibru Univ.	2015	Agbarha-Otor, Delta State
		10	Edwin Clark University	2015	Kiagbodo, Delta State

4	NORTH-WEST		NAME	YEAR	LOCATION/STATE
		1	AL-Qalam University	2005	Katsina, Katsina State

5	NORTH-EAST		NAME	YEAR	LOCATION/STATE
		1	American University of Nigeria	2003	Yola, Adamawa State.
		2	University of Kwararafa	2005	Wukari, Taraba State

6	NORTH-CENTRAL		NAME	YEAR	LOCATION/STATE
		1	Al-Hikmah University	2005	Ilorin, Kwara State
		2	Bingham University	2005	Karu, Nassarawa State
		3	University of Mkar	2005	Gboko, Benue State
		4	Salem University	2007	Lokoja, Kogi State.
		5	Landmark University	2011	Omu-Aran, Kwara State
		6	Summit University	2015	Offa, Kwara State

	FCT		NAME	YEAR	LOCATION/STATE
		1	African University of Sc. & Tech.	2007	Abuja, FCT.
		2	Veritas University	2007	Abuja, FCT.
		3	Nile University	2009	Abuja, FCT.
		4	Baze University	2011	Abuja, FCT.

Adapted from National Universities Commission (NUC) Monday Bulletin. P. 16 & 17

Figure 3.1: Graph showing the Geo-Political Distributions of Private Universities in Nigeria, as at December, 2015

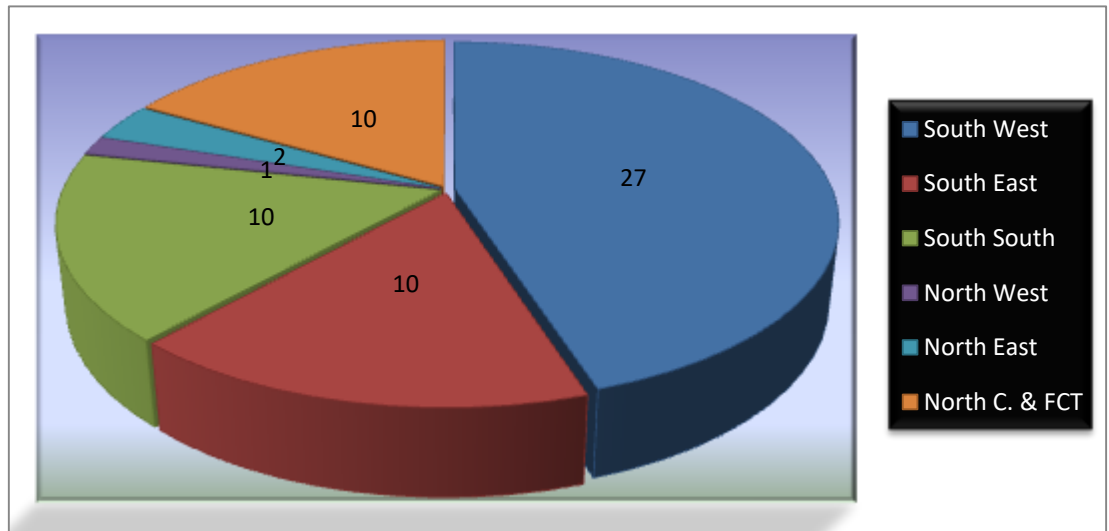


Table 3.1 and the graph above show the geo-political distributions of private universities in Nigeria as at December, 2015 within its sixteen years of existence, that is, 1999-2015. This apparently indicates that it is a welcome development that has met and still meeting the yearning needs of the teeming youths who are seeking university education in spite of high tuition charges of the private university.

3.2 Brief History of National Universities Commission (NUC)

The Commission on Post-School Certificate and Higher Education otherwise called Ashy Commission was set up in 1958. The Commission was headed by Sir Eric Ashby. It was commissioned 'to conduct an investigation in Nigeria's needs in the field of Post-School Certificate and Higher Education over the next 20 years (1959-1979).'¹⁸⁸ The Commission was made up of nine members namely; Sir Eric Ashby (chairman), Master of Clare College, Cambridge; Professor R. G. Gustavson, former Chancellor of the University of Nebraska and President of the Fund for the Resources of the Future, Inc., U.S. A.; Professor K. O. Dike, former Vice-Chancellor of the University of Ibadan; Professor H. W. Hannah, former Associate Dean of Agriculture of the University of Illinois and later President of the Michigan State University; Sir Shettima Kashim, former Federal Minister of Education, and later the Chancellor of the University of Ibadan; Sir J. F. Lockwood, Master of Birkbeck College and former vice-Chancellor of the University of London; Professor F. Keppel, former Dean of the Graduate School of Education at Harvard University and later Secretary of Education, Health and Welfare, Washington, D. C.; Dr. S. D. Onabamiro, former Senior Research Fellow at the University of Ibadan and later the Minister of Education in Western Nigeria; and G. E. Watts, Principal of Brighton Technical College.¹⁸⁹ According to Fafunwa, the commission of enquiry that was set up was important in the history of Nigerian education. This was because for, the first time, the Commission was made up of Nigerians as duly represented by the Ministry of Education and the Federal Cabinet. The Commission decided to combine intellectual resources so as to give best advice in the field of education in terms of Nigerian needs.

¹⁸⁸ Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 151.

¹⁸⁹ Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 151-152

The Report of the Commission was presented in September, 1960, few weeks to Nigeria's independence. The report was titled *Investment in Education: The Report of the Commission on Post-School Certificate and Higher Education*.¹⁹⁰

The Ashby report put forward a powerful argument for the need to establish the National Universities Commission, (NUC) citing as example the then University Grant committee of the United Kingdom. Throughout the world, (most universities) depend on government funds for their support... Whereupon the country has more than a university, the government must be duly advised on the distribution of available resources (especially funds). The body which gives advice must have the confidence of both the government and the University on the other. It must (be able to) protect universities at all times from external influence and to also defend the public against wasting of insufficient resources... while the two sides must be willing to listen and heed to its advice with respect. In Britain, with its Twenty-one universities, this end is accomplished by the University Grant committee.¹⁹¹

The Ashby commission went on to propose a National Universities Commission (NUC) whose principal tasks would be recommendations on the establishment of new universities, and the sharing of federal grants to universities. It further recommended that the proposed Universities Commission should be set up by an Act of Parliament and should consist of a chairman and nine members, all part-time, rendering voluntary services. The Commission further recommended that two members of the Commission that would serve for a limited period must be distinguished and experienced scholars from abroad. The other seven should be non-partisan Nigerians. Both the Heads of Nigerian universities and government representatives are not eligible... However, the Permanent Secretary of the Federal Ministry of Education could attend as an observer. The body once established should, in consultation with the Heads of the universities, suggest a list of its own successors, while the final decision should be left to the Federal government. A full time secretary would be required.¹⁹²

¹⁹⁰ Okafor, N. 2012. *One and a Half Centuries of the University in Nigeria, 1868-2011: A Historical Account*. Enugu: Progressive Publishing Co. Ltd. 93

¹⁹¹ Okafor, N. 2012. *One and a Half Centuries of the University in Nigeria, 1868-2011: A Historical Account*. Enugu: Progressive Publishing Co. Ltd. 93

¹⁹² Fafunwa, A. B. 1971. *A History of Nigerian Higher Education*. Lagos: Macmillan & Co Ltd. 151.

The government accepted most of the recommendations of the Ashby Commission regarding the terms of reference of the proposed body. It did not however directly address the recommendation on new universities which was the first on Ashby's list of recommendations to investigate proposals for the founding of universities. The federal government accepted Ashby's idea of the self-perpetuation of the NUC board. Other than these, the tasks imposed on the proposed NUC by the Federal government were essentially those identified by the Ashby commission.

The Ashby Commission's recommendations for the founding of more universities and the equitable geographical distribution of higher institutions were accepted by the Government. In addition to the recommendation was the establishment of a regulatory agency to co-ordinate the operation of these universities¹⁹³. Although this development was faced with resistance from a few operators of the then regional universities, National Universities Commission (NUC) was therefore, established because of the government's recognition of the pivotal role that universities would play in national development beyond customary teaching, research and community services.

The National Universities Commission (NUC) was founded in 1962 under the parastatal of Federal Ministry of Education (FME) to act as an advisory agency under the Cabinet Office as a result of the recommendation of the Ashby Commission of 1958. The National Universities Commission (NUC) on this note became a statutory body by the decree (Act) No. 1 of 1974¹⁹⁴ which gave the Commission the legal basis to perform its functions as a regulatory, supervisory and advisory organ of the Federal Government of Nigeria for the founding and smooth running of Nigerian university system.

The maiden meeting of the commission was held on 11 October, 1962. Within the first six months of its inauguration (between mid-January 1963 and May 1963), it had visited all the five existing universities (Ibadan, Nsukka, Ahmadu Bello, Ife and Benin), meeting teachers, the administrative staff and students to obtain a comprehensive picture of all aspects of the life and problems of the universities. In the early stage of the work of processing and

¹⁹³ Nduka, Okafor. 2012. *One and a Half Centuries of the University in Nigeria, 1868-2011: A Historical Account*. Enugu: Progressive Publishing Co. Ltd. 93

¹⁹⁴ Mmika, I. E. 2014. *Academic Programmes Accreditation for Quality Assurance in Nigerian Universities*. Unpublished Ph.D Thesis in Educational Management Department (Educational Administration), University of Port-Harcourt. 44

costing the capital programmes submitted by the commission, the help of the retired Assistant Secretary of the London University Grants Commission, Mr. J.N. Archer was engaged for a brief period.

Emanating from the above, the first National Universities Commission Board was appointed on the 25th April, 1975 and formally inaugurated on the 10th of July in the same year under the chairmanship of Chief S. O. Adebó.¹⁹⁵ The Commission was charged with the function of ensuring the orderly development of university education in Nigeria.¹⁹⁶ Nevertheless, in 1999, following the amendment of decree No 19 of 1984, private individuals and corporate bodies were empowered to partner in the expansion of access to university education in the country. This gave a new lease of life and broadened the provision of university education in the Nigerian University System, a development that was a turn-around from the Federal government promulgation of Decree No. 19 in 1984 which not only abrogated and scrapped all existing private universities, but also prohibited the founding of more private universities.

However, decree No. 19 of 1984 as amended, further empowered the NUC with proper legal instruments to carry out these functions, approval of programmes, determination and maintenance of minimum standards, monitoring, accreditation of programmes, processing of application, advising, gathering, examining and issuing information that are related to university education in Nigeria...¹⁹⁷

Consequently, in line with the NUC mandate which is necessitated by the Federal Government's need to make education accessible, and maintain a considerable standard for institutions of advanced learning, the vision and mission of Higher Education were highlighted as to be a dynamic organisation acting as a catalyst for the positive change and innovation of the delivery of quality university education in Nigeria, thereby ensuring a stable, adequately financed and sustainable university system that will produce globally competitive graduates

¹⁹⁵ Mmika, I. E. 2014. *Academic Programmes Accreditation for Quality Assurance in Nigerian Universities*. Unpublished Ph.D Thesis in Educational Management Department (Educational Administration), University of Port-Harcourt. 61

¹⁹⁶ Mmika, I. E. 2014. *Academic Programmes Accreditation for Quality Assurance in Nigerian Universities*. Unpublished Ph.D Thesis in Educational Management Department (Educational Administration), University of Port-Harcourt. 61

¹⁹⁷ Mmika, I. E. 2014. *Academic Programmes Accreditation for Quality Assurance in Nigerian Universities*. Unpublished Ph.D Thesis in Educational Management Department (Educational Administration), University of Port-Harcourt. 61

as well as world class research relevant to national development. The Commission equally ensures the development of a well-coordinated and efficient university system that guarantees quality and relevance for national development and global competitiveness through renewable thought and service. This is done, to produce qualitative graduates worthy of emulation in moral and learning, as well as the creation of new knowledge and innovations through effective teaching, research and public service for the overall socio-economic development of the country. Under this framework, it is mandatory for the NUC to inculcate quality assurance standards into the Nigerian university system, and to explore new innovations for continuous improvement.¹⁹⁸

In corroboration, Okojie states that the National University Commission (NUC) owns the overall control of all universities (Private, State and Federal) in Nigeria. Her area of specification of duty include; providing guidelines for founding of universities, issuance of license of operation, approval of programmes and courses, courses accreditation, university monitoring, minimum academic standards maintenance, continual search for illegal institutions/campuses and implementing appropriate sanctions.¹⁹⁹

3.2.1 National Universities Commission (NUC) and Quality Assurance in Nigerian Private Universities

The importance of quality assurance in university education cannot be overemphasised. The heterogeneity of institutional programmes and degrees awarded at the tertiary level make the definition and assessment of quality inherently complex. Therefore, stakeholders in higher institutions find it difficult to define quality precisely. For instance, students, teachers, management, parents, have different approaches to defining quality from various perspectives. Dill defines quality assurance in higher learning as the practices whereby academic standards are maintained and monitored. This suggests that, the levels of academic achievement are

¹⁹⁸ National Universities Commission. 2009. Cited in Mmika, I. E. 2014. *Academic Programmes Accreditation For Quality Assurance in Nigerian Universities*. Unpublished Ph.D Thesis in Educational Management Department (Educational Administration), University Of Port-Harcourt. 81; See Also, Akinwale, F. T. 2014. *The Growth and Development of Private Universities in Ogun State, Nigeria: 1999-2012*. Unpublished M. A. Dissertation. Department of History, University of Ibadan. 2

¹⁹⁹ Okojie, J. A. (2007). Higher Education in Nigeria. being a paper presented at Education in Africa Day, Held at House of Commons Palace of Westminster, London. Cited in Iruonagbe, C.T., Imhonopi, D. & Egharevba, M.E. 2015. Higher Education in Nigeria and the Emergence of Private Universities. *International Journal of Education and Research*. Vol. 3 No. 2. 8

attained by graduates that are maintained while there is continual improvement of the system.²⁰⁰ He argues that there must be consistent academic standard which focuses on policies that improve quality of education and desirable students' learning outcome centres on. In the same vein, Brennan and Shah posit that quality assurance deals with specific learning outcome which involves testing the level of students' acquisition of skills, knowledge and abilities resulted from engaging in a particular education programme.²⁰¹

Dill explains that the first government experiments of quality assurance in higher education and probably happened practices in the United States. That the essence of quality assurance was majorly concerned with critical examination of declining academic standards in public institutions. As a result of desirable result, majority of US schools adopted the policy in the early 1980s. The aim was to ensure that universities develop explicit plans for evaluating students' teaching.²⁰² There and then, quality assurance policies were introduced in France in 1984, the United Kingdom in 1985 and the Netherlands 1985.²⁰³ It is worth noting that these countries sought to achieve a better connection between higher education and the labour market, thereby steering universities for better outcome.²⁰⁴ Consequently, the development of quality assurance in these pioneering countries spread to other countries in Asia, Europe, and subsequently around the globe.

In the words of Dill, some factors were responsible for the introduction of academic quality in university education system;

First, the demand for high manpower enhanced changes in the curriculum of many countries. This is because most of the policymakers often look out for candidates with international recognised credentials obtained from prominent higher institutions. There is an annual World Education Fair held in the Europe to parade certificates of highly trained manpower. The Fair is a unique avenue

²⁰⁰ Dill, D. D. 2007. Quality Assurance in Higher Education: Practices And Issues

²⁰¹ Brennan, J. & Shah, T. 2000. *Managing Quality in Higher Education: An International Perspective on Institutional Assessment and Change*. Buckingham, UK: OECD, SRHE & Open University Press. In Dill, D. D. 2007. Quality Assurance in Higher Education: Practices And Issues

²⁰² Dill, D. D., Massy, W.F., Williams, P. R., & Cook, C. M. 1996. Accreditation and Academic Quality Assurance: Can We Get There From Here? *Change*, 28(5):16-24.

²⁰³ Van Vught, F. A. & Westerheijden, D. F. 1993. *Quality Management and Quality Assurance in European Higher Education: Methods and Mechanisms*. Luxembourg: Office for Official Publications of the Commission of the European Communities.

²⁰⁴ Dill, D. D. 2007. Quality Assurance in Higher Education: Practices And Issues

of recruitment into the labour market while providing opportunity for institutions to showcase their faculties and facilities. Here, nations scramble for the best candidates from first class universities across the globe. It therefore, affords consulting Agencies, Local and International Organisations and Foundations, Companies and Multinational Companies/Corporations to meet students in their final year of studies. Participating countries include; Germany, Canada, New Zealand, Switzerland, Ireland, UK, USA. These new curriculum encouraged an express upsurge of newly discovered academic programmes in so many countries of the world, this tests a well set up national practices in order to assure academic standards. Second, the swift numerical increase of higher institutions provided motivations for the evolution of private citadels of learning which include cross-border franchise and virtual universities. The development however posed a serious challenge to external quality assurance especially those that are based upon central control of public institutions. Third, the competitive forces unleashed by globalisation and massification have required in order to become more approachable to swift changes in labour markets as well as to students' programme interests. Higher institutions in some countries of the world resorted to imbibing the regulations in the quality assurance so that they can be more proactive to social changes demand through the setting up of new academic programmes, reconfiguring existing programmes, and to eliminate all outdated programmes. Lastly, the geometrical expansion in social demand for university education can be adduced in part to the desire of students to achieve as well as enjoy the benefits made available at the call and beckon of individuals that obtain higher degree.²⁰⁵

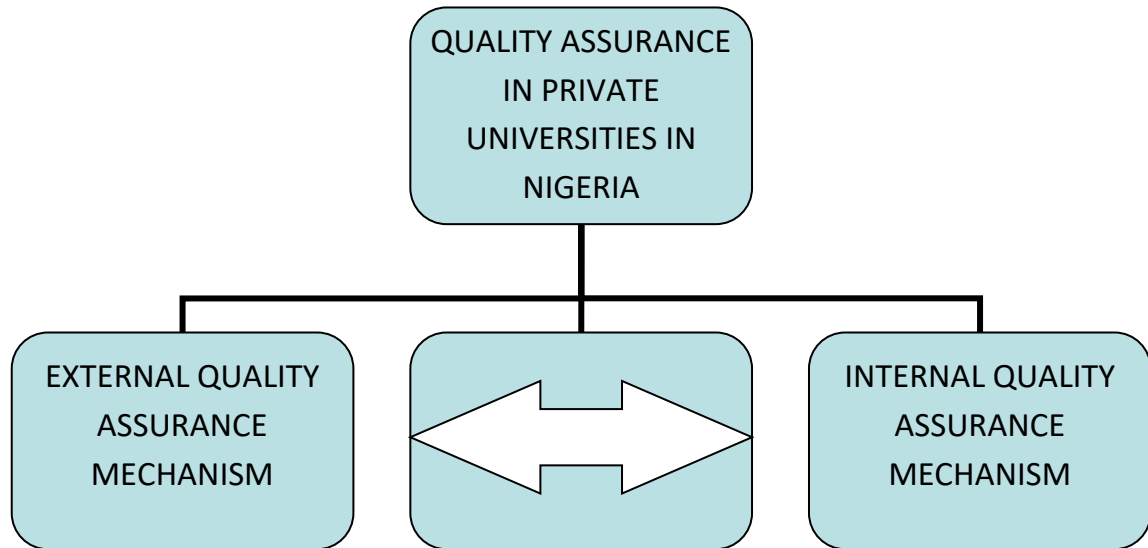
Quality Assurance can be categorised into two; internal and external quality assurance. Internal quality assurance can be described as those policies and practices that centre on monitoring and improving the quality of education provided. On the other hands, external quality assurance can be described as supra-institutional strategies and applications that ensure

²⁰⁵ Dill, D. D. 2007. Quality Assurance in Higher Education: Practices and Issues. 7

that the standard of higher education institutions and programmes are ascertained.²⁰⁶ Quality assurance in both the public and private universities in Nigeria comprises both the internal and external quality mechanisms.

²⁰⁶ Dill, D. D. 2007. Quality Assurance in Higher Education: Practices and Issues. 8

**Figure 3.2: Diagram illustrating Quality Assurance in Private Universities in Nigeria
up till December, 2015**



Adapted from Okojie, J. A. 2008. P. 50

The external quality assurance involves programme accreditation; admitting of competent candidates into universities in Nigeria; institutional audit by the proprietor; intermittent monitoring and assessment of universities as well as collaborating with professional organizations to ensuring for effective qualitative higher education. Nevertheless, the following are the professional bodies saddled with the responsibilities of ensuring external quality assurance universities in the country; National Universities Commission and professional bodies/associations. Therefore, NUC's innovation in external quality assurance includes Management and Strategic Planning, Reforming and Reviewing the Curriculum, scheduling of Nigerian Universities System Annual Review Meetings (USARM), enabling links and collaborating with national and international development partners, expanding physical structures and facilities, instituting and promoting Nigerian Universities Research and Development Fair (NURESDEF), establishing and maintaining Linkage with Experts and Academics in the Diaspora (LEAD).²⁰⁷

The Internal Quality Assurance entails the process of evaluating, maintaining and promoting of value/standard of academic excellence of the university by the university. Some of the parameters used in carrying out such include: standard of admission process; Employing the right/qualified member of staff either teaching or non-teaching; type/quality of academic programmes; ability to maintain stipulated carrying capacity; Intermittent review of programmes; Staff and student feedback; periodic reports from the professional bodies; Feedback from former students and their employers.

However, our survey reveals that nearly all the private universities in Nigeria have department/units that are saddled with the responsibility of quality assurance within the university. They monitor how the internal mechanisms work and ensure complicity to well articulated directives by the National Universities Commission (NUC). All these are done to ensure that the internal system complies with laid down rules and regulations are well spelt out by the NUC before visiting them for proper/formal accreditation of programmes.

However, the following are the functions of the Accreditation Department of the National Universities Commission. Accreditation of;

- Undergraduate and postgraduate academic programmes;

²⁰⁷ Okojie, J. A. 2008. Licensing, *Accreditation and Quality Assurance in Nigerian Universities: Achievements and Challenges*. National Universities Commission, Abuja. Paper Presented at the 2008 CHEA Summer Workshop 26-27 June, 2008.

- Development of new methods for accreditation exercises;
- Periodic review of methods for institutional and programme and accreditation;
- Promotion of institutional culture of quality assurance etc

The evaluation of academic programmes in our universities is carried out with the aids of accreditation of undergraduate, postgraduate as well as both the degree and other academic programmes in line with the Minimum Academic Standards records (MAS). The aims of accrediting of academic programmes in universities in Nigerian are to ensure that:

- The provision of MAS records are achieved;
- Assure employers and members of the community that Nigerian graduates have gone through necessary academic programmes and had therefore attained an acceptable level of competence in their field of endeavours;
- Project to the world that academic programmes offered in Nigerian Universities are of quality standards while their graduates are suitable for employment and further studies.²⁰⁸

3.2.2 A Brief History of Accreditation in Nigeria

The first edition of programme accreditation in Nigerian universities was carried out in 1990. This was done immediately after the Minimum Academic Standards (MAS) was developed for all the existing programmes in universities in Nigerian during the period. After more than a decade of using the documents or standards as an important instrument to ensure quality assurance of these programmes, the Commission came up with a process that would revise the documents in 2001. This became necessary because of constant advancement in academic disciplines due to evolving knowledge of information as a result of new discoveries due to research. This therefore, explains why Information and Communication Technologies have a significant impact on teaching and learning. The changing trends in the skills engendered by globalisation also compelled reasons and the needs for the review of the curriculum.²⁰⁹

²⁰⁸ Saliu, N. B. 2006. *Combining Programme with Institutional Accreditation*. A Paper presented At The Second National Universities Commission Colloquium held at the Virtual Library Building, National Universities Commission, Abuja, 6

²⁰⁹ NATIONAL UNIVERSITIES COMMISSION (NUC) 2014. BMAS NOVEMBER 3

Other significant reasons for the curriculum review include the requisite to upgrade the quality of university education in Nigeria and integrate some programmes such as Entrepreneurial Studies, and Peace and Conflict Studies. It was believed that acquisition of knowledge and appropriate skills will make Nigerian graduates universally competitive and capable of improving the society. Observing that the content of the MAS document was more of prescriptive, a superior decision was therefore agreed upon which lead to outcome-based benchmark statement for all the programmes that will be compliant with present world best practice. In order to realise best practice however, the Commission organised Stakeholders' Workshop to standardise all the academic programmes in Nigerian higher institutions. Thereafter, comment and feedback received on the Workshop indicated that the Benchmark-style Statements were too scanting, hence was unable to provide proper guidelines for curriculum development. Also, it was inadequately designed to carry out a standard accreditation. On that note, the Commission adopts the method that would assist in merging the Benchmark-style Statements and the revised Minimum Academic Standards into a new and much more standardised document known as the Benchmark Minimum Academic Standards (BMAS).²¹⁰

It must be put on records that this exercise stood out in the African continent. This was because it was the first time that such an exercise would be carried out in the continent and the world at large. The exercise was organised and carried out by the National Universities Commission (NUC) with one hundred percent Nigerians as facilitators. Consequently, Nigeria was able to gather her information on the state of how education is delivered in the country.

By 1999/2000 however, there was another comprehensive accreditation exercise of all academic programmes conducted in all the universities in the country. It was equally conducted in 2002 for those that earned accreditation in 1990/2000. Also, in 2002 with the accreditation of those programmes that earned denied accreditation²¹¹ status in 1999/2000. In 2004, there was Accreditation of Programmes of pioneer private universities while those with

²¹⁰ Saliu, N. B. 2006. *Combining Programme with Institutional Accreditation*. A Paper presented At The Second National Universities Commission Colloquium held at the Virtual Library Building, National Universities Commission, Abuja, 6

²¹¹ Denied accreditation applies to any academic programme which has failed to satisfy the minimum academic standards. This includes programme that has less than sixty percent aggregate score. The re-visitation of the programme is at the request of the university concerned. By implication, the university stops to admit students into such programmes with effect from the following admission exercise.

matured programmes were looked into at the commencement of 2005. Thus, in November, 2005, a total number of 1,343 academic programmes in 48 universities in the country were assessed for accreditation²¹² which includes both the government and private universities in Nigeria.

In summary, Accreditation is an aspect of quality assurance mechanism. When applied by the NUC, it is used to evaluate academic programme taught in universities in Nigerian in order to ensure that these programmes meet the minimum academic standards. In the Nigerian context, universities generally and private universities in particular, accreditation is used to recognise educational institutions and the programmes offered in them so as to monitor their level of performance, keeping to the stated rules and maintenance of standards. These would enable them to gain and sustain the confidence of the general public, educational community and, employers of labour.

3.2.2.1 Curriculum Review

According to Okebukola, Adedipe, Uvah,²¹³ the National Universities Commission did a National Needs Assessment/Survey as a preliminary step in the curriculum review process, for curriculum adjustment/revision in 2001. The survey was purposely to identify specific gap in acquiring knowledge in the higher institutions which often makes Nigerian graduates not qualified for the world of work.²¹⁴ The outcomes were specific to various disciplines and professions. The outcome, however, portrayed weak foundation in knowledge of English language, over population of students, laxity in admission process, increase enrolment of students beyond available infrastructural facilities, poorly equipped library facilities and materials such as lack of provision of relevant books, journals and other electronic support facilities among others.

The findings above played prominent roles in forming the aim of a comprehensive curriculum review in order to accommodate distinctive expansion of knowledge in all

²¹² Mmika, I. E. 2014. *Academic Programmes Accreditation for Quality Assurance in Nigerian Universities*. Unpublished Ph.D Thesis in Educational Management Department (Educational Administration), University of Port-Harcourt. 81

²¹³ Okebukola, Adedipe, Uvah, 2005

²¹⁴ Mmika, I. E. 2014. *Academic Programmes Accreditation For Quality Assurance In Nigerian Universities*. Unpublished Ph.D Thesis in Educational Management Department (Educational Administration), University of Port-Harcourt. 81

academic endeavours as well as promoting the effects of information and communication technology on teaching and learning occasioned by globalisation. Thus, the benchmark statements as well as revised minimum academic standards became fused during the curriculum review exercise in 2004 that resulted in Benchmark Minimum Academic Standards (BMAS) for each academic programme. The BMAS took into consideration changes and innovations that have taken place in the knowledge industry most especially in this contemporary age of globalisation.²¹⁵ Okebukola argues that research and innovation may go together but they are two different things.²¹⁶ Thus, the new trend in innovation reflects in the BMAS, the need to improve in the quality of university education which include the following among others:

- Introduction of Peace and Conflict Resolution studies as well as entrepreneurial studies [which has been adopted by most private universities in order to equip their products in one vocation or the other so that even when the white collar-job is not forth-coming, they could float their own business]

The draft BMAS thus, becomes public documents in use in all the Nigerian universities.²¹⁷

3.2.3 National Universities Commission and Accreditation Exercise in Nigerian Universities

Accrediting degrees as well as other academic programmes by the National Universities Commission can be described as a system whereby the evaluation of these programmes in universities in Nigerian determines whether they meet the basic conditions in the Minimum Academic Standard documents.²¹⁸ The aims of accreditation of programmes include, ensuring the provisions of the MAS documents are accomplished, preserved and improved in order to guarantee employer and general public that Nigerian graduates have achieved a reasonable

²¹⁵ Oral Interview with Dr. Mmika, I. E. Principal Officer, Accreditation Department, National Universities Commission, Abuja, 21-08-2017

²¹⁶ Yakubu, Dirisu. May 3, 2017. Obasanjo, Okebukola harp on curricula review. Vanguard.

²¹⁷ Section 10 (1) of the Education (National Minimum Standards and Establishment Of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, Empowers The National Universities Commission to lay down Minimum Standards for all programmes taught in Nigerian Universities. Cited in National Universities Commission, 2014. *Benchmark Minimum Academic Standards for Undergraduate Programmes in Nigerian Universities Administration and Management*. 4

²¹⁸ Okojie, J. A. *Licensing, Accreditation and Quality Assurance in Nigerian Universities: Achievements and Challenges*. Executive Secretary/CEO, National Universities Commission, Abuja. Paper presented at the 2008 CHEA Summer Workshop 26-27 June,2008. 33

competency in their various fields; to equally testify to the world that the programmes offered in Nigerian universities are of quality standard while their graduates have acquired relevant skill as well as knowledge needed for employment and for further studies. Adesina equally added that accreditation is the totality of an academic programme. This entails the quality of academics handling the programmes as well as the staff-mix (that is, the number of lecturers in a department as well as their ratio to students, their attendance and participation in conference within and outside the country, their distributions on the basis of their academic qualifications).

Accreditation task also involves assessing the library facilities (to include up to date journals); population of students programmes offered, especially the extent to which they comply with BMAS. All these and many others would be put into consideration in describing what accreditation means²¹⁹ in order to ensure compliance with Benchmark Minimum Academic Standards (BMAS). Adesina noted that thus far, these universities try as much as possible to conform to the laid down rules by the NUC. He said that the essence of the exercise is to maintain standardisation, discipline as well as to enhance ethics of university education in relating with other universities all over the world.²²⁰ That through this process, private university is drawn into the well of globalisation.

In Nigeria, we have two categories of institutions that the law gave enabling power to organise programmes accreditation in the country. The first is the National Universities Commission.²²¹ A feasibility study of the university in which the programme is to be set up is carried out. Followed by resource verification by the NUC which, if successfully completed, results in the approval of the programme by the NUC. A programme must run for two academic years before it is deemed mature for accreditation. The received lists of programmes for accreditation is sent to the NUC from the universities while a processed Self-Study Forms (SSF) are forwarded to the universities for completion. The form allows the university to assess their programmes in terms of minimum academic standards and to effect corrective

²¹⁹ Interactive session with Prof. Adesina, O. C. HOD, History Department, University of Ibadan being one of the Accreditation officials of the NUC. 27-03-2019

²²⁰ Interactive session with Prof. Adesina, O. C. HOD, History Department, University of Ibadan being one of the Accreditation officials of the NUC. 27-03-2019

²²¹ Mmika, I. E. 2014. *Academic Programmes Accreditation for Quality Assurance in Nigerian Universities*. Thesis In Educational Management Department (Educational Administration), University Of Port-Harcourt. 81

measures. The completed SSF are returned to the NUC as working papers for the accreditation panels.

3.2.3.1 Pre-Accreditation of Programmes

Mmika, stated that the accreditation procedure involves given three months prior notice to the affected universities of accreditation visit for the purpose of accrediting to the specific programmes, disciplines or sub-disciplines. Following by Self-Study Form which is forwarded to the university to be filled and completed. While the university is expected to return a well completed twelve copies of such forms in respect of each programme, discipline or sub-discipline for accreditation.

**Table 3.2: Summary of Areas Assessed and Maximum Points during Programmes
Accreditation by the NUC**

S/N of Sub-units	Sub-Items	Assessment Criteria	Maximum scores for sub-items	Total score for core area
Academic Matters				
I	Program Philosophy and Objectives	Clearly defined; similar to MAS for program; likely to guide teachers to work towards producing graduates envisaged by objective	2	
Ii	The Curriculum	Meets MAS standards; adequate to produce graduate students well-grounded in discipline/profession	3	
Iii	Admission Requirements	Meets minimum standards stipulated in MAS; all enrolled students meet this standard	3	
Iv	Academic Regulations	Departmental handbook with academic regulations; students fully aware of its contents	2	
V	Examination standards	Good quality exam questions; adequately cover curriculum; evidence of continuous assessment, external examiners reports	3	
Vi	Evaluation of students' work	Existence of marking schemes; well written project/theses	3	
Vii	Laboratory/Practical work/Degree Project	Lab and practical skills adequate for the discipline/profession acquired students acquired by students	3	
Vii	Student Course Evaluation	Arrangements exist for student evaluation of teaching	2	

Viii	External Examiners Used	External examiners used for final degree examiners and their reports available.	2	
Total maximum points for academic matters			23	23
Staffing				
I	Staff/Student Ratio	Staff/student ratio in accordance with NUC stipulation for discipline	10	
Ii	Staff Mix by Rank	Follows NUC ratio of 20:35:45 for professor/Reader: senior lecturer: lecturer 1 and below	6	
Iii	Qualifications of Teaching staff	At least 70% have PhDs	3	
Iv	Competence of Teachers	Determined through actual class observation: teachers highly competent	3	
V	Administrative of Academic unit	Very efficiently run by a qualified academic	5	
Vi	Non-teaching Senior Staff	Adequate in number	3	
Vii	Staff Development Program	Staff development programmes exist e.g. funds for attendance all conferences and all teaching staff have benefitted there from	2	
Total maximum points for staffing			32	32
Physical Facilities for the Program: Laboratories/Studios/Clinics				
I	Space	Adequate and meets MAS provisions by 70% or more	5	
Ii	Laboratory Equipment	Meets MAS standards by more than 70%; entries in self-study authenticated	5	
Iii	Classrooms/Lecture Theatre	Space not less than 70% of MAS specifications	4	
Iv	Classroom Equipment/Furniture	Adequate and well-maintained	3	

V	Office Accommodation	Offices adequate in number and well-equipped	5	
Vi	Safety And Environmental Sanitation Of Teaching Facilities	Fire extinguishers, sand buckets, trash cans etc adequate to comply with prevailing safety/environmental laws	3	
Total maximum points for physical faculties			25	25
Library: Books, Journals etc in Central/Departmental Libraries				
I	Library: Books, Journals And Other Resources	Adequate in number, of good quality and current	8	
ii	Current Holdings	Very adequate for both books and journals	4	
Total maximum points for Library: Books, Journalism Central/Departmental Libraries			12	12
Employers' Rating of Graduates				
I	Students' Performance On the Job	Excellent	3	
Total maximum points for Employers' Rating of Graduates			3	03
Funding				
I	Financing of the Program	Adequate	5	
Total maximum points for Funding			5	05
Total points for Accreditation				100

Culled from Nduka, Okafor 2014. 109-112

According to Nduka, the Self Study Form (SSF) submitted to the NUC are being processed and made ready as working document for the panel members. The constitution of the panel members involves selection from NUC data base of experts which is limited to full professors in the various disciplines with an outstanding evidence of integrity, objectivity and excellence.²²² Vice chancellors also make nominations like the Registration Councils and professional bodies which equally go to the extent of nominating their members that would serve on NUC accreditation panel. Each panel elects her leader from among members. Such a leader is often times the most senior professor with accreditation experience.²²³

In addition, constituting of the panel members is followed by the simulation training for them in order to inaugurate new members as well as refreshing former ones with regards to the accreditation process mechanisms. The coordination meeting is a whole day activity. The programme commences with presentation on the procedural as well as philosophical structure for accreditation, and discussion of the assessment instruments. It is also a forum where the panel members are sensitised step-by-step through each assessment item as follows: (i) the significance of every item; (ii) the least standards to be accessed and measured while the procedure for scoring is further explained in details. Simulation exercise is carried out as soon as the panel members have a good mastery of the instruments' usage.²²⁴

3.2.3.2 Accreditation of Programmes

During the accreditation visit, the NUC Accreditation panel members are led by the Director of Academic Planning (DAP) or the most senior/experienced member of the team²²⁵ to pay a courtesy call to the Vice-Chancellor (VC) of the university, and to the Dean, Head of the Department (HOD) and staff of the programme to be evaluated. Thereafter, the panel members

²²² Nduka, Okafor. 2014. *One And A Half Centuries Of The Universities In Nigeria. 1868-2011: A Historical Account*. Enugu: Progress Publishing Co. Llc. 112

²²³ National Universities Commission, 1999

²²⁴ Nduka, Okafor. 2014. *One And A Half Centuries Of The Universities In Nigeria. 1868-2011: A Historical Account*. Enugu: Progress Publishing Co. Llc. 112

²²⁵ Interactive session with Prof. Adesina, O. C. HOD, History Department, University of Ibadan being one of the Accreditation officials of the NUC. 27-03-2019

settle down in a working room prepared for the exercise, conduct inspection to assess facilities delivery, programme's content, evaluation modes, equipment and general environment.²²⁶ Interviews are held with students, lecturers to ascertain the number of staff, (full/adjunct/sabbatical leave), in order to calculate the student/teacher ratio, staff mix by rank ratio in compliance with the NUC guidelines, sample lectures and practical sessions are also observed depending on the programme to be evaluated.

The next stage is programme evaluation. The panel meets with the university principal officers that comprise of the Vice-Chancellor, Dean of faculty, Head of Department as well as members of staff of programme(s) to be evaluated. She assesses the available facilities, programme's content, delivery and evaluation modes. The sample lectures and students are interviewed by the panel while practicals are observed. During the exercise, scoring of performance of programme is done by every member of the panel. The panel report is therefore, discussed with the Vice-Chancellor and programme Staff. The qualitative assessment of the programme, the panel's reports as well as recommendations of accreditation status achieved is therefore, sent to the NUC.

During the exercise, theoretical case scenarios concerning facilities during the proper accreditation visits would be presented for evaluation and scoring.²²⁷ The panel's scoring are therefore, discussed and harmonised while the simulation exercise goes on until the difference between their scores on each item in the instrument is reduced to zero. The reason for the entirety of the exercise is designed to promote inter-rated reliability of the facilities.

3.2.3.3 Post Accreditation of Programmes

The post accreditation event involves the processing of the submitted accreditation panel reports submitted by the NUC representative from the universities. The results are processed by the Quality Assurance Department (accreditation division), which is then forwarded to the NUC management for approval of the results before it can be published to the universities as well as the public. Institutions are thereafter, notified of the weaknesses and strength on each programme which are utilised to remedy identified deficiencies. An appellate system has been

²²⁶ Interactive Session with Mallam Aminu Aba, Deputy Director, Academic Planning, National Universities Commission, 16-08-2017

²²⁷ Oral Interview with Mrs. Achor, Laretta N. Deputy Director, Monitoring And Inspection Department, National Universities Commission (NUC). 24-08-2017

put in place to handle queries in cases where the vice chancellor contends the panel's results. In such cases, the original decision is maintained until overturned by an appeal.²²⁸ Steps are taken to calculate the cost of remedying programmes that earned denied accreditation status and is communicated to the founder or management of the affected universities informing as well as educating them on necessary actions. Universities with many denied programmes are pushed to liaise with the NUC regarding actions to be taken on such programmes. Lastly, the panel report includes lessons learnt and recommendations for improvement of the accreditation process are also part of the post accreditation activity.

²²⁸ Oral Interview with Dr. Mmika, I. E. Principal Officer, Accreditation Department, National Universities Commission, Abuja, 21-08-2017

Table 3.3: Score Sheet for Accreditation of programmes in Nigerian Universities as at December, 2015

Score %	Letter Grade	Judgment	Remarks
80% and Above	A+	Full Accreditation (7-Years Life-Span)	Excellent
70-79%	A	Full Accreditation (7-Years Life-Span)	Excellent
65-69%	B+	Interim Accreditation (5-Years Life-Span)	Good
60-64%	B	Interim Accreditation (5-Years Life-Span)	Good
55-59%	C+	Interim Accreditation (5-Years Life-Span)	Fair
50-54%	C	Interim Accreditation (3-Years Life-Span)	Fair
45-49%	D	Probation (2-Years)	Poor
40-44%	E	Probation (1-Year)	Poor
Less than 44%	F	Denied	Poor

Culled from the National Universities Commission. Okojie *et al* 2014 p. 118

Note *** 80% and above (A+) are those programmes that had met and surpass the stipulated requirements in terms of quality and numerical strength of both the human and material resources required for the delivery of minimum academic standards.

From the table above, facilities and resources assessed during accreditation exercise are awarded and the accreditation statuses are categorised into Interim, Full or Denied. This means that full accreditation status is earned if a programme achieves a minimum total score of 70 percentage and above in addition to the score in each of the four core areas of the academic content, staffing, physical facilities and the library. A programme assessed at full accreditation status must have, to a large extent fit to meet the minimum academic standards and will be in good accreditation standing for five academic sessions with a mid-term appraisal after three years.

So also, the interim accreditation is earned if a programme achieves in the overall score of not less than 60%.²²⁹ Interim status implies that a programme has some minor deficiencies that must be rectified within two academic sessions following which a revalidation is conducted to ascertain how far the deficiencies identified have been rectified. While a programme that has scored less than 60% is denied accreditation. Such a programme is considered to have performed below acceptable minimum level and lacks adequate requisite, human, and material resources to continue admitting students. Under such circumstance, the proprietors of the universities are advised to stop admissions into the programme until the major deficiencies are adequately remedied. The request for the re-invitation of the programme by the NUC is based on the discretion of the concerned university.

However, the university management stops admitting candidates into any programme with denied accreditation with effects from the next admission exercise. Hence, the following factors could lead to denied accreditation of programmes. They are inadequate staffing, poorly equipped library with outdated books and facilities, bad conduct, absenteeism, inadequate documentation such as past questions, NUC reports, sample of students' score sheet for Continuous Assessment, marking guide, etc the deficiency in some of these areas automatically earns denied accreditation.²³⁰ The Commission therefore, informs the public as well as relevant organisations and professional regulatory bodies such as National Youth

²²⁹ Interview, Mallam Aminu Aba, Deputy Director, Academic Planning, National Universities Commission, 16-08-2017

²³⁰ Interview, Prof. Adesina, O. C. HOD, History Department, University of Ibadan being one of the Accreditation officials of the NUC. 27-03-2019

Service Corps, Joint Admissions and Matriculations Board, Civil Service Commission, Nigeria Employers Consultative Forum (NECA), National Directorate of Employment, Nigeria Students Loans Board (Education Bank), and other State and Federal Scholarship Boards regarding the Denied Accreditation Status of such programmes.

Mmika stated further that the Management Committee and Board of National Universities Commission process the post accreditation panel reports. The outcome of the discussion on each programme is tabled before Vice-Chancellors while the outcome is officially released to the universities. The public approved results are therefore assessed by the university Board. The concerned universities would be informed about the strength and weakness of each of the programmes. In response, they would remedy those deficiencies that have been identified. In situations where Vice-Chancellor contests the decision of panel, an appellate system is available to interrogate such a query. Nevertheless, the resolution stands valid until it is being overturned by an appeal. Therefore, remedy the deficiencies of a programme that is considered denied, the costs are calculated by the NUC. The information is presented to the founder and management of the University for further actions. Probing further into failure to comply with the set out standard, Adesina noted that thus far these universities try as much as possible to conform to the laid down rules by the NUC. He said that the essence of the exercise is to maintain standardization, discipline as well as to enhance ethics of university education in relating with other universities all over the world.²³¹ That through this process private university is drawn into the well of globalisation.

3.2.3.4 Other Professional Bodies and Private Universities in Nigeria

The second group, constitute the registration council and professional bodies. They deal with specialised accreditation. It makes certain that graduates from professional programmes conform with specified output behaviour for practice. For instance, the Medical and Dental Council of Nigeria (MDCN) accredits NUC approved medical programme in order to ensure that medical graduates are equipped with the necessary skills, knowledge and attitudes that enhance Medical practice in Nigeria. Also, the Nursing and Midwifery Council of Nigeria, was gazetted by the government by Act Cap. No 143 of 2004. The Council is mandated to

²³¹ Interactive session with Prof. Adesina, O. C. HOD, History Department, University of Ibadan being one of the Accreditation officials of the NUC. 27-03-2019

regulate the activities of all the cadres of Nurses and Midwives in the country. The Council for the Registration of Engineers (COREN) and Council for Legal Education accredit Engineering and Law programmes respectively. There are 16 of such registration councils and professional bodies that conduct specialised accreditation for NUC ratified programmes. These councils are authorized by legislation to conduct accreditation. Professional bodies maintain that accreditation is mandatory for all professional programmes otherwise their graduates would not be registered for practice. While the NUC is responsible for accreditation of all programmes offered in both the private and public universities, the professional bodies or specialised accreditation bodies are responsible for about a quarter of the programmes. On this note, the NUC and the professional bodies merge the two accreditation processes to prevent the over load visits on the universities. Thus, the essence of the accreditation is to guarantee that graduates are well groomed with relevant and necessary skills, knowledge and attitudes that would enable them to successfully practice their profession in the country and across the globe.

3.2.4 National Universities Commission (NUC) and Illegal Private Universities in Nigeria

A major challenge of the National Universities Commission (NUC) is the issue of illegal universities in Nigeria. Though the commission has adopted several measures to discourage those who are running private universities illegally, the number of this degree mills continued to be on the increase. It is worth mentioning that the presence of such illegal practice poses serious threats to the development of university education in the country.

In order to curb this menace, the government continues to develop stringent measures to frustrate the activities of the perpetrators. As result, one of the steps taken was ten years imprisonment for anyone found guilty of the offence. A good instance was the case of one Mr. Martins Olurantise in Akure, Ondo State. The Commission announces that she receives a petition from Ondo State Ministry of Health regarding the illegal activity of one Mr. Olurantise. That he was running an illegal private university, International Open University Colombo, Sri-Lanka, Akure Study Centre. That the institution admits students into different

degree programmes in Pharmacy, Nursing and Medicine.²³² As such the man defrauded many innocent and unsuspected Nigerians by obtaining them a huge sum of money as tuition fees under the pretense that International Open University Colombo, Sri-Lanka, Akure Study Centre was registered by the National Universities Commission. His criminal acts became known when he was caught using unregistered private clinics as teaching hospitals. The NUC immediately notified the Economic and Financial Crimes Commission (EFCC) which resultantly locked up the mill and arrested the founder, as prosecution started immediately. This fraudulent act was against Section 1 (1) (a) of the Advance Fee Fraud and Other Related Offences Act No 14 of 2006. The offence is punishable under the Section 1 (3) of the same Act.²³³

Also, the commission, from time to time, publishes list of illegal private universities in Nigeria in order to salvage innocent Nigerian admission seekers from falling victim of these people with *sharp-practices*. It is on this note that the National Universities Commission announces to the public most especially parents and prospective undergraduates that there are some ‘Degree Mills’ that are parading themselves as private higher institutions but are not issued license of operation by the Federal Government and have been as such closed down for violating the Education National Minimum Standards Act CAP E3 Law of Nigeria 2004. On this note, 56 private universities are on the list of universities operating illegally in the country as they violate the Education National Minimum Standards Act of 2004. Also, 6 private universities are on the list of universities already closed and not operating; as well as 8 illegal private universities with on-going investigations and court cases.²³⁴

According to the NUC, unrecognised institutions in the country are categorised into three groups. The first group is prevalence offshore or satellite campuses whose parent organisations are majorly based in the developed countries such as UK, Canada and US. The second group comprises private institutions founded by wealthy individuals and religious organisations. These institutions conduct their examinations aside the ones conducted by the Joint Admission Examination Board (JAMB) for universities approved by the government.

²³² National Universities Commission 2017. *Monday Bulletin* August. A Publication of the office of the Executive Secretary. Vol. 12. No. 33. 14.

²³³ National Universities Commission 2017. *Monday Bulletin* August. A Publication of the office of the Executive Secretary. Vol. 12. No. 33. 14.

²³⁴ National Universities Commission, 2009. *Monday Bulletin*. A Publication of the office of the Executive Secretary, 28 September, Vol. 4. No: 11-12

The third group are private universities operating in the countries that have their study centres in various locations in Nigeria. Example of these universities is the University of Applied Sciences and Management in Porto Novo and Houndegbe North American University in Cotonou.²³⁵ Certificates from these universities are not recognised by the NUC. Our survey further reveals that this list of institutions is not comprehensive enough and the tendency that there are other illegal private universities that are in operation but have not been discovered by the National Universities Commission is very high.

²³⁵ Jekayinfa, A. A. & Akanbi, G. O. 2011. Society's Violation of State Laws on The Establishment Of Private Universities In Nigeria. *International Journal Of Humanities And Social Science Vol. 1 No. 297*

Table 3.4: List of Illegal Private Universities clamped down by the NUC in Nigeria as at December, 2015

S/N	Name	Location
1.	Acada University	Akinlalu, Oyo State
2.	African Univ. Cooperative Development (AUCD)	Anywhere in Nigeria
3.	Atlas University	Ikot Udosu Uko, Uyo Akwa-Ibom State
4.	Temple University	Abuja
5.	Atlantic Intercontinental University	Okija, Anambra State
6.	Bolta University College	Aba
7.	Blacksmith University	anywhere in Nigeria
8.	Cape Coast University	Anywhere in Nigeria
9.	Career Light Resources Centre	Jos
10.	Christians of Charity American Univ. of Sc. & Tech.	Nkpor, Anambra State
11.	Coastal University	Iba-Oku, Akwa-Ibom State
12.	Collumbus University	Uk, Anywhere in Nigeria
13.	Concept College/Universities (London)	Ilorin, all over Nigeria
14.	EC-Council University	USA, Ikeja
15.	Evangel Univ. of America & Chudick Mangt	Lagos
16.	Enugu State University of Sc. & Tech.	Gboko Campus
17.	Fed. Coll. of Complimentary & Alternative Medicine	Abuja
18.	Fifom University	Mbaise, Imo State
19.	Halifax Gateway University	Ikeja
20.	Houdegbe North American University	Campuses all over Nigeria
21.	Irish University Business School	Anywhere in Nigeria
22.	JBC Seminary Inc. (Wukari Jubilee Univ.)	Kaduna illegal campus
23.	Kaduna Business School	Kaduna
24.	Kingdom of Christ University	Abuja
25.	Leadway University	Ughelli, Delta State
26.	Lobi Business School	Makurdi, Benue State
27.	London External Studies	UK, Anywhere in Nigeria

28.	Metro University	Dutse/Bwari, Abuja
29.	Middle Belt Univ. (North Central Univ.)	Otukpo
30.	National University of Technology	Lafia, Nasarawa State
31.	Olympic University	Nsukka, Enugu State
32.	Open International University	Akure
33.	Pacific Western University	Owerri study centre
34.	Pebbles University	UK, Anywhere in Nigeria
35.	Pilgrims University	Anywhere in Nigeria
36.	Royal University of Theology	Minna, Niger State
37.	Royal University	Abakaliki, Ebonyi State
38.	St. Augustine's Univ. of Tech.	Jos, Plateau State
39.	Samuel Ahmadu University	Makurdi, Benue State
40.	Southend University	Ngwuro EgeruNdoki, Rivers State
41.	St. Andrew's Univ. College	Abuja, all over Nigeria
42.	Temple University	Abuja
43.	The International University	Missouri, USA, Kano & Lagos
44.	Tiu International University	UK, anywhere in Nigeria
45.	UNESCO University	Ndoni, Rivers State
46.	United Christian University	Macotis Campus, Imo State
47.	United Nigeria University College	Okija, Anambra State
48.	Univ. of Accountancy and Mangt Studies	Anywhere in Nigeria
49.	University of Applied Sc. & Mangt	Port Novo, Republic of Benin
50.	University of Education	Anywhere in Nigeria
51.	University of Industry	Yaba, Lagos State
52.	University of West Africa	Kwali-Abuja, FCT
53.	Volta University College	Anywhere in Nigeria
54.	West African Christian University	Anywhere in Nigeria
55.	West African Union University	Anywhere in Nigeria
56.	Westlan University	Esie, Kwara State

Compilation of Field Survey at NUC, 2017

In addition, the under-listed Degree Mills are going through further inquiry and legal actions. The essence of these actions, according to the National Universities Commission (NUC), is to arraign those engaging in it as well as to recover illegal fees and charges on subscribers.

Table 3.5: List of Degree Mills Universities in Nigeria that went through Investigations and Court actions as at December, 2015

1.	Christ Alive Christian Seminary & University	Enugu, Enugu State
2.	Illegal Satellites Campuses of Ambrose Alli Univ.	Anywhere in Nigeria
3.	National University of Nigeria	Keffi, Nassarawa State
4.	North Central University	Otukpo, Benue State
5.	Richmond Open University	Arochukwu, Abia State
6.	Saint Clements University	Iyin Ekiti, Ekiti State
7.	West Coast University	Umuahia
8.	Volta University College	Aba, Abia State

Compilation of Field Survey at NUC, 2017

The Commission maintains that whosoever obtains certificate(s) from any of the aforementioned unaccredited institutions does so at his or her own loss. The certificate issued from these schools would never be acknowledged for the purpose of national service under the National Youth Service Corps (NYSC) scheme, employment and further studies.²³⁶

3.2.5 NUC and the Inspection and Monitoring of Private Universities in Nigeria

In its bid to assure quality delivery in the private university system, the commission carries out different forms of monitoring exercises. The monitoring cuts across academic research, physical facilities and but a little less in financial issues; notable among these are: Committee on Monitoring of Private Universities (COMPU); Geographic Information System (GIS); and Internally Generated Revenue (IGR).

3.2.5.1 Roles of Committee on Monitoring of Private Universities (COMPU)

Following the advertisement and peculiar nature of private universities, it became necessary to ensure that they operate within the provisions of their approval. This informed the Constitution of COMPU which comprise serving and former Vice-Chancellors and NUC staff to monitor the activities of Private Universities. Furthermore, the Committee produced a report on the state of Private Universities in Nigeria. The reports have enabled the Commission to undertake some corrective intervention to ascertain that excellence delivery is not played down in the Private Universities. Aba added that the Committee does inspection in line with their mandate to ensure that compliance to regulations governing the conduct of the private universities in Nigeria are not compromised. The COMPU usually visit the universities annually to ensure that the universities abide by the regulations guiding their license.²³⁷

In addition, Mmika says that to ensure strict compliance in the private universities just like the public universities, the NUC Monitoring Team was out to maintain quality assurance.²³⁸ According to her, for instance, at the commencement of science programme, the faculty would be given basic science subjects such as Biology and some other basic science

²³⁶ Compilation of Field Survey at NUC, 2017

²³⁷ Interactive Session With Mallam Aminu Aba, Deputy Director, Academic Matters, National Universities Commission (NUC), 21/08/2017

²³⁸ Interactive Session With Dr. Mmika, I. E. Principal Officer, Accreditation Department, National Universities Commission, Abuja, 21-08-2017

subjects to start with. The courses would be subjected to accreditation in the first three years of running such a programme. Thereafter the third year, the programme would be visited by the NUC to determine its status, if certified passed, then, additional higher programmes would be added to those on ground. Thus, the university could admit student for the new programmes.

3.2.5.2 Geographic Information System (GIS)

The Commission embarked on the establishment of GIS in Federal Universities in 2007. According to Mmika, this was to ensure that the authorities of the universities have spatio-temporal data and information required for the orderly planning, development and management of the universities lands and facilities. Thus, between December 2008 and January 2009, the Commission monitored the establishment of GIS in the universities (both public and private). This monitoring exercise has enabled the commission to:

- i. obtain accurate, timely and consistent digital information about the status of the physical development of each university as well as the extent to which each university has kept faith with its master plan;
- ii. regulate and monitor the orderly development of infrastructural and instructional facilities of each university;
- iii. optimise the flow of development information;
- iv. advice on the viability of projects; and
- v. generate appropriate report to government.²³⁹

3.2.5.3 Internally Generated Revenue (IGR)

The National Universities Commission carried out a system-wide monitoring of Internally Generated Revenue in all universities and inter-university centres under its purview. The report of the exercise enabled the Commission to ascertain the capacity of revenue generation of each institution as well as ascertain the projects carried out by the institution is based on IGR.

²³⁹ Mmika, I. E. 2014. *Academic Programmes Accreditation for Quality Assurance in Nigerian Universities*. Thesis In Educational Management Department (Educational Administration), University Of Port-Harcourt. 85pp

In the same vein, the monitoring done by the NUC has enabled the Commission to ascertain the number of approved projects, completed projects, on-going projects and abandoned projects in these Institutions.

3.2.6 National Universities Commission and the issue of Carrying-Capacity in Nigeria

Carrying capacity can be described as a strategy introduced by the NUC that helps in monitoring and controlling the process of enrolling students into Nigerian institutions so as to maintain qualitative and sound education delivery. The NUC in 2004 officially initiated and adopted the policy of carrying-capacity in Nigerian institutions to promote and maintain quality standard of university education. The policy however, states that the numerical strength of students a university admits in a session must be based on quality of staff available facilities, and other resources. The essence is to certify that the universities offer qualitative education. Pillah defines carrying-capacity as the available number of student in ratio to both the material and human resources available that a university can support her quality delivery of education in a specific programme.²⁴⁰ She said that if you have less academic staff, theatre, laboratory, library, auditorium, classroom, sitting capacity, and the likes, you cannot have more number of students that exceed the number of available resources. She explained further that if one has enough of both the human and material resources, then, one could admit more number of students for such programmes.

Pillah further stated that before effective teaching and learning could take place, a number of indices must be considered. These include the number of teachers, material resources, in line with the number of students, accreditation status of the programme and number of students, carrying-capacity and admission quota of that programme. Further, Achor draws some differences between carrying-capacity and admission quota. According to her, carrying-capacity simply means the total number of what a university is carrying in terms of resources that it has while the admission quota is given on annual basis.²⁴¹

The concept of institutional verification, which also forms part of what constitutes accreditation task relates to issues of universities' carrying-capacity. Institutional verification

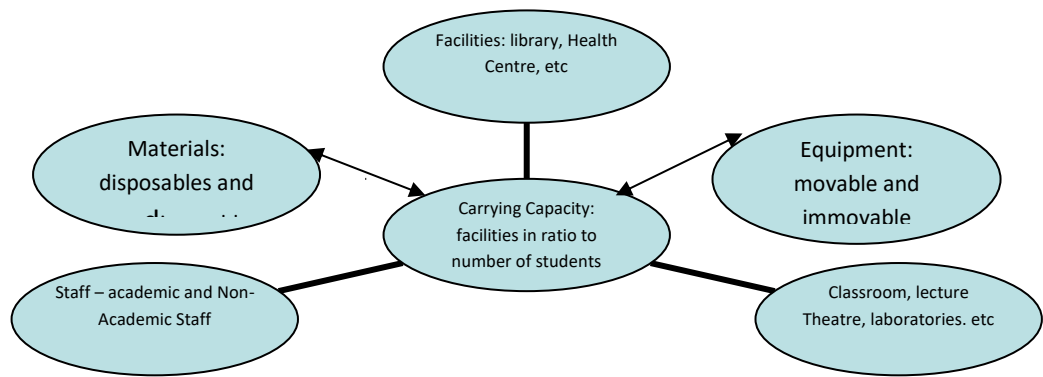
²⁴⁰ Interactive Session with Dr. Mrs. Victoria Pillah, Resource and Strategic Planning, Academic Planning Department, National Universities Commission (NUC). 24-08-2017

²⁴¹ Interview, Achor, Laurreta N. Deputy Director, Monitoring And Inspection Department, National Universities Commission (NUC). 24-08-2017

is holistic in nature as it involves verifying all the resources (both human and material) available in the university that make up the system. According to Achor, it is usually done, when there is problem in a particular university system. For instance, it is done when the Commission receives petitions²⁴² from an institution with fraudulent allegation or that the system is not keeping to the standard as clearly stipulated in their license. Sometimes, it might evolve from irregular payment of staff salaries, and some other pressing issues bordering on the progress of the university, Council meetings and so on. Thus, the verification exercise would be carried out to examine and analysis how the system works, to determine sources and the causes of the problems, and help to proffer likely solutions in order to ensure that the system move forward. Therefore, the essence of monitoring these institutions is to ensure that private universities are kept abreast of the world-class standards and also to keep increasing access to university education.

Figure 3.3: Diagram showing Carrying-Capacity in Private Universities in Nigeria as at December, 2015

²⁴² Interactive Session with Achor, Laretta N. Deputy Director, Monitoring and Inspection Department, National Universities Commission (NUC). 24-08-2017



Source: Field Survey, August, 2017

The diagram above shows that the carrying-capacity of every university system depends to a reasonable extent on both the quality and quantity of her human and material resources.

Carrying capacity is further explained as the highest numerical strength an institution can cope with and sustain for quality and sound education based on available material as well as human resources. Human resources include tutors, lecturers and teachers. This group of people is defined in terms of both the quality and quantity (number). Material resources (infrastructural development) include classrooms, laboratories, offices, libraries, etc that enhance teaching and learning. An over-enrolled university is the one that deviated from her carrying-capacity with its attendant implications of low standard of delivery. Meanwhile, the numerical strength of students in higher institutions is controlled through the instrument of carrying-capacity. With this, the ratio of students to a particular number of teacher is reduced to a manageable edge. The advance, thus, promote quality of output (graduates). This will in turn improve student-teacher relationship.²⁴³ In addition to the above roles, the NUC also encourages Nigerian universities to establish and maintain a culture of management and strategic planning. Therefore, the strategic planning and management help universities to realise their teaching, learning and research objectives. Through this method, the universities are better resourced, better managed and better focused.

Achor noted that total admission in private universities is often times less than the carrying-capacities unlike what is obtainable in the public universities. According to her, one of the reasons responsible for this is the issue of high tuition fees.²⁴⁴ The charges are on the high side, and as a result, such universities have less patronage. Achor suggested that private universities could reduce their charges so that they would have more patronage. For instance, a lecturer handles a particular course/class even if the number of students is up to 100. At the same time he teaches one student if that is the only person offering such a course. The fact remains that the same salary would be allocated to someone teaching large number of students as well as someone teaching just a student, who are on the same rank.

Table 3.6: Total Admission and National Universities Commission Carrying-Capacity (quota) for some selected years 1987-2008

²⁴³Akpan,C.P. & Esirah, E. (2005). Strategies For Realistic Quality Assurance In Knowledge generation In Tertiary Institutions In Nigeria. In D.N. Eze & N. Onyegebu (Eds.) Knowledge Generation and Dissemination: Issues And Challenges In Nigerian Universities.

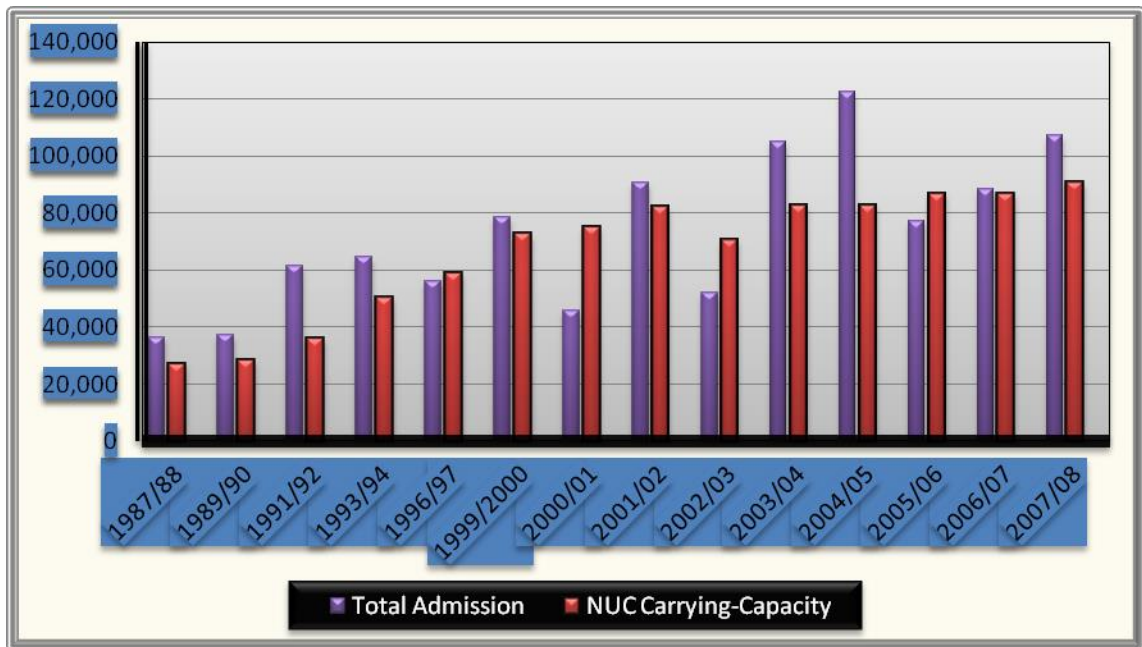
²⁴⁴ Interactive Session with Mrs. Achor, Lauretta N. Deputy Director, Monitoring And Inspection Department, National Universities Commission (NUC). 24-08-2017

ACADEMIC YEAR	TOTAL ADMISSION	NUC CARRYING- CAPACITY	DIFFERENCES
1987/88	36,456	26,877	+9,579
1988/89	**	**	**
1989/90	37,426	28,214	+9,212
1990/91	**	**	**
1991/92	61,479	35,704	+25,775
1992/93	**	**	**
1993/94	64,783	50,255	+14,528
1994/95	**	**	**
1995/96	**	**	**
1996/97	56,055	58,599	-2,544
1999/2000	78,550	72,487	+6,063
2000/01	45,766	74,929	-29,163
2001/02	90,769	82,295	+8,474
2002/03	51,845	70,625	-18,780
2003/04	104,991	82,655	+22,336
2004/05	122,492	82,655	+39,837
2005/06	76,984	86,755	-9,771
2006/07	88,524	86,755	+1,771
2007/08	107,320	90,556	+16,764

Source: JAMB Admission statistics (1987-2007) and the NUC Admission Bulletin, cited in Ukertor, 2010

Note: ** statistics of these academic years were not available.

Figure 3.4: Graph of Table 3.6 showing the Total Admission and the NUC Carrying-Capacity for some selected years, 1987-2008



The graphical interpretation reveal that in virtually all the academic sessions, apart from 1996/97, 2000/01, 2002/03 and 2005/06, the total universities' admission in public universities (1,023,440) was more than carrying-capacity, that is, the quota (600,000) stipulated by the

National Universities Commission. Thus, the various surveys carried out by the Commission revealed that the number of admitted candidates was constantly above the quota given to each university at a wide range difference as the annual teeming populations of candidates in quest of admission into public universities continue to be on the increase. This is one of the reasons, the government made constitutional provision that allowed for private participation in the education enterprise in Nigeria, right from the primary through the tertiary levels.

3.3 History of the First Batch of Private Universities in Southern Nigeria, 1999-2000

The year 1999 marked what could be termed *second private university education journey* in the annals of university education in Nigeria. Private participation in the provision of university education enterprise in Nigeria is of great significance to the development of university education in the country. The three private universities that were given provisional licenses of operation in 1999 (Madonna University, Okija; Babcock University, Ilisan Remo; and Igbinedion University, Okada.) are all situated in the Southern Nigeria. This section therefore, examines the brief history of private universities in Southern Nigeria between 1999 and 2000. It discusses the philosophy, significance and justification behind this historical development within the purview of this study.

While Madonna University was set up in the South-East geo-political zone, Babcock University and Igbinedion University was created in the South West and South-South geo-political zones, respectively. Both the Madonna and Babcock Universities are faith-based universities while Igbinedion University is a non-faith-based university.

3.3.1 Igbinedion University, Okada, Edo State

The planning committee for the realisation of Igbinedion University, Okada was inaugurated on 13th March 1995. The committee was saddled with the responsibility of formulating of all necessary instruments needed for the actualisation of the proposed University. It was equally committed to providing an exclusive platform for establishment of the institution in Nigeria.

Nevertheless, the process of getting approval for the establishment of private university from the government was a herculean task. This took several years of determination, pressure and unswerving pressure by Chief Igbinedion. This was the situation when President Babangida's administration ended with the inception of Late General Sanni Abacha led

military regime. With the new administration, the move for the creation of private university by Chief Igbinedion suffered a great setback. This was because every logistic (both human and material resources) set for the kick-off of the university while awaiting the formal approval of the government could not be activated. For this reason, Lady Cherry, Chief Igbinedion's wife converted the facilities earmarked for the commencement of the university to Igbinedion Education Centre. The Centre thus, provides Montessori school, primary and senior secondary schools in 1991.²⁴⁵ By the time General Abdulsalam Abubakar took over the mantle of leadership in Nigeria, in 1998, Chief Igbinedion in spite of the many years of delay, worked tirelessly and resolutely to explore the benevolence of the new administration to secure the license of operation for the establishment of Igbinedion University. The efforts thus, lead to the presentation of certificate No. 01 dated 20th April 1999, to Chief Igbinedion on the 10th of May 1999.²⁴⁶ Following the presentation of the certificate on May 10th 1999, made the University to adopt the date as the founder's day.

The University started her academic programmes in the 1999/2000 session with 111 pioneer students²⁴⁷ in five Colleges. They are Business and Management Studies, Arts and Social Sciences, Health Sciences, Law and Natural and Applied Sciences. The number of Colleges increased to six in 2002/2003 academic session with the establishment of College of Engineering, Pharmacy and Nursing created and kicked-off in 2004/2005 academic session.

The University's College of Health Sciences continues to top the list on demand. Thus, the Igbinedion University Teaching Hospital was inaugurated first on 12th January 2003. As part of the University's aims to produce job providers, she packages entrepreneurial and skills acquisitions programmes that would expose students adequately fit for the world of work²⁴⁸ In the 2009/2010 session, a community service was introduced. Under the programme, all students in 200 level in all the Colleges were required to embark on a practical skill acquisition programme in any area of choice in the host-community and towns not far from the University.

²⁴⁵ Edo, *et al.* 2014. *The Living Legend: Sir (Dr.) Chief Gabriel Osawaru Igbinedion. A Biography.* Ibadan: University Press. 150

²⁴⁶ Oral Interview with Prof. Eghosa Osaghae, Vice-Chancellor, Igbinedion University, Okada. 11/08/17

²⁴⁷ Oral Interview with Mrs. Irene Igbiosa. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017

²⁴⁸ Oral Interview with Mrs. Irene Igbiosa. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017

It was gathered that the whole kernel of establishing Igbinedion University, Okada was borne out of the proprietor's passion for qualitative higher education. This is part of the justification given for the founding of the University. Another justification available is wrapped in the university's objectives, vision and mission statements. For instance, the objectives of the University include; to training of qualified manpower instilled with the spirit of service and development. While the society absorbs knowledgeable economists, scientists, doctors, engineers, teachers, lawyers, specialists in humanities as well as those that would conduct research in science and technology. All these categories of people are groomed to advance knowledge. Osaghae maintains that the vision remains being a foremost citadel of academic excellence²⁴⁹ through responsive and pro-active entrepreneurship, in line with the knowledge production that would enhance both the national and global development. In the concluding remarks of Chief Igbinedion, the university remains committed to giving qualitative learning to the society through training, research and service in fulfillment of the cardinal aims that form the existence of higher education in its totality just like the body, soul and spirit forms a man's personality.²⁵⁰

3.3.2 Babcock University, Ilisan-Remo, Ogun State

Babcock University is a university founded and financed by Seventh Day Adventist Church. This therefore, makes the university to belong to the category of faith-based private institution. Makinde succinctly says that “the dreams of our fathers to establish a leading training school in Africa [dated back to 1914 when the dream was conceived and 1959 when the dream was born] is fulfilled today through our graduates who are not just leaders but first class servant leaders that are equipped to render faithful service to God and humanity”²⁵¹ when her first set of pioneer students were graduating in 2002. According to Egwuonwu, the university had been in existence since 17 September, 1959.²⁵² Initially, the university was a Theological Seminary College where the Seventh Day Adventist (SDA) trained its ministerial students. Bachelor of Arts degree in Theology was awarded to its first set of students in 1966. In 1975, the college

²⁴⁹ Interactive Session with Prof. Eghosa Osaghae, Vice-Chancellor, Igbinedion University, Okada. 11/08/17

²⁵⁰ Telephone interview with Chief Sir (Dr.) Chief Gabriel Osawaru Igbinedion, 12/08/2017

²⁵¹ Omolewa, Michael. 2015. *Babcock University: The fulfilment of a destiny; the experience, dreams, hurdles, leaps*. Ilisan-Remo: Babcock University Press. 11

²⁵² Oral Interview with Mrs. Egwuonwu, O.K. The Senior Assistant Registrar, Babcock University, Ilisan Remo, Nigeria. 10/04/13.

became affiliated with Andrews University, Berrien Springs, Michigan, United States of America.²⁵³ This enabled the college to train students and award Bachelor degrees in courses such as Business Administration, Biology, Theology, History, Religion and Science, and Biblical languages. By 1990, M.A Religion was added to the programme of the college.

The efficacy of manpower resources that would team-up with Babcock and his future successors in the church ministry resulted in the founding of the Adventist Seminary of West Africa (ASWA).²⁵⁴ The seminary has its several satellite campuses across Nigeria. Therefore, when the university came on board in 1999, it did not find it difficult to commence, as most of the assets hitherto used by the seminary were transferred for the use of the university. Egwuonwu stated that on several notes, the Adventist Management has tried to upgrade the seminary to a university standard. Efforts at achieving this objective made the Management to invite the government for assessment at different times. Eventually, the university got an approval for operation in 1999. She added that the university started with two Colleges and 700 students. In addition, the first matriculation of the pioneer students was held in November, 1999, while the first set of graduating students took part in the June 2002 convocation.²⁵⁵ It is worth mentioning that in 2009 when the university was marking her 10th anniversary, the seminary also marked her 50th anniversary.

However, the mission of the university is to build people for leadership through quality initiative creation, transforming life for positive change through service to humanity. Therefore, in order to achieve the university's mission, she becomes committed to achieving quality in teaching, research programmes, and service delivery. The vision of the University includes being a first grade Seventh Day Adventist university set out to build servant-leaders for a better world.

Also, Egwuonwu, stated that the Seventh Day Adventist Church all over the world has over 100 universities including Babcock University. She explained that it is one of the cardinal goals of the church to spread the real gospel not only through preaching but through health, church and education. These, therefore, account for the reasons the Seventh Day Adventist

²⁵³ Interactive Session With Mrs. Egwuonwu, O.K. The Senior Assistant Registrar, Babcock University, Iisan Remo, Nigeria. 10/04/13.

²⁵⁴ Omolewa, Michael. 2015. *Babcock University: The fulfilment of a destiny; the experience, dreams, hurdles, leaps*. Iisan-Remo: Babcock University Press. 8-9

²⁵⁵ Akinwale, F. T. Growth And Development Of Private Universities In Nigeria, Nigeria, 1999-2012. Unpublished M. A. Dissertation In The Department Of History, University Of Ibadan. 66

built several schools (primary, secondary and universities), hospitals and churches all around the globe.

In this place (Babcock University), we observed that when it was a seminary, the discipline was there. For instance, students knew that they could not go out anyhow, and if need be, they must collect permit. There was a disciplinary committee and if anyone was found wanting, such a person would face the penalty, which depends on the magnitude of the offence. That is the premise upon which this university was built.²⁵⁶

Egwuonwu further stated that in the larger society, moral decadence among the young ones was common knowledge, as they found it so difficult to respect elders, *let alone* having courtesy. She explained that the university came on board first, to reduce the number of qualified candidates that were academically inclined whom JAMB could not give placement in the public universities. For instance, the university commenced her maiden academic session with 753 students in 1999 while the enrolment currently stands at 7,593. This is a pointer that these private universities are making their own impact in the university education landscape by reducing number of prospective admission seekers in the country. As they do this, they also build future leaders alongside moral discipline.

3.3.3 Madonna University, Okija, Anambra State

Madonna University (MU) is one of the first set private universities granted license of operation by the NUC in 1999. The University is situated in situated Okija, Anambra State. It was established by the Roman Catholic Church under the leadership of Father Edeh as a non-faith-based private higher education institution.²⁵⁷ Edeh founded Our Saviour Institute of Science and Technology, Enugu a year before, the Institute metamorphosed into the university. The institution is owned and affiliated with the Catholic Church. She offers

²⁵⁶ Oral Interview with Egwuonwu O.K. The Senior Assistant Registrar, Babcock University, Ilisan Remo, Nigeria. 10/04/13.

²⁵⁷ An interactive session with Sir C. A. Njoku, Registrar, Madonna University, Okija. 02-08-2016

programmes ranging from in pre-bachelor degrees (that is, certificates, diplomas, associate or foundation degrees), to doctorate degrees in a number of areas of study.

The area of focus of the University includes: Arts and Humanities, Law, Management, Natural Sciences, Social sciences and Business, Language and Cultural Arts, Health and Medicine, Engineering, Pharmacy, Sciences and Technology. The University started with a few number of students at inception but could boast of over 1,000 students in various fields of disciplines.²⁵⁸ As part of internationalisation policy of university education in the country, the university could boast of the presence of students and staff from foreign countries.²⁵⁹ Also, the University is an affiliate of International Federation of Catholic Universities (IFCU). Njoku maintained that Madonna University is among the first private Universities, and of course the first Catholic University, in the country. In his words, “the University strives to revive the age-long Catholic tradition of Education through the exacting of sound education and the promotion of morality.

The justification for the establishment of the Madonna University is clearly enshrined in her vision and mission statement as thus; maintaining of the front-line of centres of teaching, learning and research bearing in mind her Corporate Social Responsibility to the host-community as well as positively impacting the international community.

3.4 Factors Responsible for the Participation of Private Sectors in University Education in Nigeria since 1999

Since 1999, the active participation of the private sector in the development of university education in Nigeria cannot be overemphasied. The continuous increase in the number of private universities in the country since 1999 has been facilitated by a combination of factors among which are;

3.4.1 Humanitarian Factors (Religious Organisations-Faith-based)

The move to bring in private hands in the provision of university education in Nigeria was first made by the religious bodies even though the access was made open to all interested individuals, corporate bodies, communities, and religious organisations as long as one is able

²⁵⁸ Oral Interview with Sir C. A. Njoku, Registrar, Madonna University, Okija. 02-08-2016

²⁵⁹ Oral Interview with Sir C. A. Njoku, Registrar, Madonna University, Okija. 02-08-2016

to meet the basic requirements. Often times, these universities have linkages with religious organisations (either Christian or Muslim), they are referred to as faith-based universities.²⁶⁰ On the other hand, non-faith-based are referred to, as the type of private universities owned by either corporate bodies or individuals. On a general note, both the faith-based and non-faith-based universities charge high tuition fees due to private generation of facilities such as power supply, water, and many more that are needed to carry out qualitative education delivery.²⁶¹ However, some faith-based ones charge lower rate of fees compared to non-faith-based as most of these universities get financial support from their religious organisations.

It is worth noting that the appearance of missionary enterprise in the founding of private university in the country began with Babcock University, Ilisan Remo and Madonna University, Okija. The innovation could be described as an eye-opener to other religious based organisations to hasten the procedure that would eventually bring about the establishment of their universities. Thus, at the second stage when several other applications were tabled for consideration, Bowen University, Iwo, Osun State, the only private university that met the National Universities Commission's minimum stipulated requirements, was subsequently granted a provisional license of operation. This development, therefore, propelled other faith-based private universities that were established during the time to spring up. Private universities continue to grow by leaps and bounds up to 60 during our period of study.

There are so many factors that motivated the coming up of universities in Nigeria especially the faith-based ones as they constitute the highest number of private universities in Nigeria. For instance the emergence of faith-based universities such as Babcock, Madonna and Bowen spurred other Christian bodies to establish their own universities.²⁶² Thus, seeing it as a competition wherein each Christian denomination cannot afford to be left behind in the push to establish her private university [at least the one that would bear the name of their denomination] in the country. Also, with the underlying factor that there was high level of moral decadence and low standard of university education in Nigeria, some of these private universities, took upon themselves the challenge of curbing the trend in the fall of standards

²⁶⁰ Interactive session with Mr. Timothy Attah, Acting Registrar, Salem University, Lokoja, Kogi State. 28-08-2017

²⁶¹ Interactive session with Aziba Margaret Itohan. Registrar, Augustine University, Ilara. 6-03-2018

²⁶² Interview with Prof. Samuel Kursim Leonard-Fwa, Vice- Chancellor, Bingham University, Karu. Nasarawa State. 20-08-2017

of education in the country.²⁶³ In corroborating this view, Ojo stated that “these children are our future, if they are morally sound, we know that the rate of immorality in our society would reduce. Hence, the Apostolic Faith decided to have a university purposely for moral and academic training.”²⁶⁴

Similarly, Kasali noted that Islamic organisations also took the challenge of establishing their own universities seeing the level at which the number of Christian faith-based private universities were growing.²⁶⁵ He further explained that when considering the number of faith-based private universities in Nigeria, Christians own the highest number in the country. The establishment of private faith-based universities affords them the opportunity to inculcate in their children the fear of God as well as developing their intellectual and professional skills in various fields. The acquisition of these would enable them to become valuable to themselves, as well as contributing positively towards developing their society. Therefore, Universities such as Al-Hikmah, Fountain and Crescent among others are dedicated to Islamic religion education, religious tenets and intellectual development in various fields of academic endeavours.²⁶⁶

In the same vein, Agbaje noted that in spite of high number of government-owned higher institutions in Nigeria, all of them are not capable of accommodating or meeting the yearning needs of qualified students who are not given admission by Joint Admission Matriculation Board (JAMB) into various government universities in the country. One of the options left for people, was to look up to the church for solution to this problem as children from different churches fell into the category of affected candidates who were not placed by JAMB into government universities in the country. He further explained that “we also need our own university where we can train our children in the way of God, apart from developing

²⁶³ Telephone Interview with Prof. Chuks Emmanuel Ezedum, Vice- Chancellor, Madonna University, Okija, Anambra State. 17-03-2019

²⁶⁴ An interactive session with Ojo Abayomi, the Deputy Registrar, Crawford University, Igbesa, Ogun State. 13/03/15

²⁶⁵ An oral interview with Kasali, M. A. Head of Department, History and International Relations, Crescent University Ogun State. 15/03/15 and an oral interview with Mr. Adebisi Abdulwasi Adeyemi, Senior Assistant Registrar, Al-Hikmah University, Ilorin, Kwara State. 13-03-2018

²⁶⁶ Oral interview with Mrs. Achor, Laurretta N. Deputy Director, Monitoring and Inspection Department, National Universities Commission (NUC). 24-08-2017

their intellectual skills. He concluded that high level of moral decadence in the society constituted a major reason most faith-based universities were set up.”²⁶⁷

3.4.2 The Roles of the Successive Governments

The resolutions of the Committee of Vice Chancellors and Registrars of private universities in Nigeria (CVCRPUN) were instrumental in entrenching the input of private universities in the provision of university education in the country. Some of the resolutions include:

- i. The history and context of Nigeria’s political economy which clearly show that private universities emerged in Nigeria as a matter of necessity, not by choice. It was an idea whose time had come. Thus, private universities must continue to be seen for what they are that is, timely partners and leaders in redeeming university education from decay and in the development and total transformation of Nigeria.
- ii. Private universities have, in particular, brought into university education, greater access, the discipline of the private sector, the emphasis on entrepreneurship in the curriculum, relative stability of academic calendars, the use of global best practices and ICT revolution
- iii. While taking into account NUC’s Minimum Academic Standards and the expectations of professional bodies, private universities must continue to raise the bar for academic excellence through innovative, dynamic and relevant curriculum development and efficient deployment of resources
- iv. Private universities must focus on evolving effective governance that is, leadership systems in which all stakeholders, including the Governing Councils and Boards are exposed to best practice in policy development and administration in order to play productive roles for university sustainability and nation-building.
- v. Private universities must leverage opportunities in the spirit of entrepreneurship education to promote self-reliance and become catalysts for developmental turnaround in local, national and global communities.
- vi. Relevant government agencies and private universities must collaborate in creating enabling regulatory environment in which private universities can thrive and offer effective

²⁶⁷ Interactive session with Agbaje, G.O.K. The Principal Assistant Registrar, McPherson University, Seriki Sotayo, Ogun State. 12/04/14.

delivery of university education without being caught in the contradictions of deregulation and overregulation.

vii. To strengthen participation, it is necessary for policy review to allow private universities to send effective representation with the NUC governance system

viii. Considering the critical place of funding in the provision of sound education, the Education Trust Fund (ETF), which is predominantly derived from tax on private companies, must be restructured into a revolving infrastructure to financing loan accessible to all approved educational institutions, irrespective of proprietorship, at single digit interest rate (2-3 per cent) and with an extended repayment period.²⁶⁸

3.4.3 Increase in Admission Seekers and the Demand for Foreign Universities

Prior to the coming up of private universities in Nigeria, many prospective admission seekers in Nigeria, especially those from the affluence backgrounds, in a bid to get placement in the higher institutions, most times went as far as securing admission into foreign universities.²⁶⁹

In such quest for international studentship, prospective students press hardly to obtain their student visa, which was usually tedious and cumbersome. As a result, the government of some countries hiked up basic travelling requirements. For example, at a particular period of time, Ghanaian authorities had to develop a lot of measures in order to reduce the numerical strength of Nigerians that would be offered admission into their education institutions because of the huge number of Nigerians seeking admission into Ghanaian universities.²⁷⁰ Akpotu notes that although data are not readily available, the number of Nigerians besieging the British or American embassies and consular offices seeking student visa to Canada, Britain and the US on a weekly basis was on a very high side. Gozney corroborates this statement by saying that Nigeria as a country is the 5th largest population of students schooling in the United Kingdom.²⁷¹ This development became a crucial and great concern to the governments. This necessitated the founding of private universities with comparable international standards as

²⁶⁸ Cited In Nduka, Okafor. 2014. *One And A Half Centuries Of The Universities In Nigeria: 1868-2011; A Historical Account*. Enugu: Progress Publishing Co. PLC. 85-87

²⁶⁹ Akpotu N. E & Akpochofo, W. P. 2009. An Analysis Of Factors Influencing The Upsurge Of Private Universities In Nigeria. *Journal Of Social Science*. Vol. 18. No. 1. 16

²⁷⁰ Akpotu N. E & Akpochofo, W. P. 2009. An Analysis Of Factors Influencing The Upsurge Of Private Universities In Nigeria. *Journal Of Social Science*. Vol. 18. No. 1. 16

²⁷¹ Gozney, R. 2007. Nigerian Students 5th largest in UK. *Vanguard*, Thursday, June 28, 2007, P. 14. Sir Richard Gozney, was the British High Commissioner in Nigeria in 2007

this was the most realistic substitute to helping the government to reduce the drift of our academics out of the shore of the country with its attendant implications of brain drain and capital flight²⁷² phenomenon.

Table 3.7: Population of Nigerian Students Studying in selected Countries Outside Nigeria as at December, 2015

S/N	YEAR	COUNTRY	TOTAL
1.	2010	United Kingdom	16,680
2.	2011	United Kingdom	17,585
3.	2013	United Kingdom	18,020

²⁷² Akpotu N. E & Akpochafo, W. P. 2009. An Analysis of Factors Influencing the Upsurge of Private Universities in Nigeria. *Journal of Social Science*. Vol. 18. No. 1. 16

4.	2014	United Kingdom	17,920
5.	2014	China	67,325
6.	2014	Canada	6,000
7.	2014	Ukraine	3,300
8.	2014	Russia	777
9.	2014	Hungary	Over 700
10.	2014	South Africa	2,525
11.	2014	UAE	1,755
12.	2014	Saudi Arabia	1,915
13.	2014	India	1,260
14.	2014	Egypt	1,189
15.	2014	Australia	949
16.	2014	Turkey	876
17.	2014	Germany	845
18.	2015	Ghana	71,000
19.	2015	Malaysia	13,000
20.	2015	Canada	3,257
21.	2015	United Kingdom	16,100

Source: Vanguard, Thursday, June 28, 2017, P. 14

The table 3.7 above shows the number of Nigerian students studying in selected countries outside Nigeria despite the presence of private universities in Nigeria. It is a pointer that there would have being a worst case scenario when the government was the sole provider of university education in the country. Therefore, the emergence of private university in Nigeria has created an alternative means to a lot of Nigerian parents that could meet the expense of sending their wards to universities outside countries for university education. In addition, it has emerged as a medium to mitigate the threat of brain drain and capital flight, which both

have grave implication for the country's economy. Nevertheless, all these emanated from paucity of funds, lack of qualified manpower in the government universities and dilapidated state of infrastructure.

According to Adesulu, the emergence and the rapid growth in the numerical strength of private universities in country offer a relative measure of stability which had relatively stemmed the tide in the number of people going overseas to study. There are indications that continue to sustain the interest of Nigerians in foreign education. The development could be attributed to instability of school calendar due to ceaseless strike actions, annual limited admission space, about 1.5 million secondary school leavers sit for JAMB into one hundred and fifty private and public universities while the approved carrying-capacity is just six hundred students.²⁷³

It is worth mentioning that there are many factors some Nigerians considered as being responsible for the desire for foreign schools. One of them is personal motivation. This is a way of improving one's career prospects because companies prefer to employ holders of overseas degrees as these companies on regular basis attend job fair in Europe and North America searching for Nigerians who studied overseas to come and work in their companies in Nigeria. In addition, some see it as a path to starting a new life outside the country. Also, other reasons for wanting to study in advanced countries include; adequately funded, access to better facilities and teaching methods as they are more superior to what is obtainable in Nigeria; classes are much smaller and their course contents focused more on real world application among others are to increase one's chances to becoming successful in life.

3.5 The Growth and Development of Private Universities in Nigeria, 2001-2015

The growth and development of private universities during the period covered in this study expanded beyond Southern Nigeria. In other words, the presence of private universities was felt in both the Southern and Northern Nigeria. This was quite different from what happened in the period of 1999 and 2000, which was exclusively concentrated to the Southern Nigeria. One major remarkable feature of the growth and advancement of private universities in the country between 2001 and 2015 was that virtually all the six geo-political zones (namely,

²⁷³ World University News cited in Vanguard, 2015. *Why students patronize foreign schools*. P.23

North-West, North-East, North-Central, South-West, South-East and South-South) witnessed the presence of private universities. In spite of this development, there was variation in the number of these universities in the six geo-political zones. Of all the six geo-political zones, the South-west recorded the highest number. This was possibly because of the pronounced presence of western education in the region. The region was the first, to have contact with the missionary and thus, the benefit of Western-type of education. As such, Western Education had become an essential part of the people's ethos to the extent that they are willing to invest in education both individually and corporately without minding the financial implications.

The detail examination of the growth and development of private universities between 2001 and 2015 would be interrogated under these two sub-themes namely; the growth and development of private universities in;

- (a) Southern Nigeria, 2001- 2015
- (b) Northern Nigeria, 2003-2015

3.5.1 The Growth and Development of Private Universities in Southern Nigeria, 2001-2015

The year 2001 marks the genesis of the growth of private universities in Southern Nigeria. After the first three private universities in 1999, there was an upsurge of other private universities in all the three geo-political zones in Southern Nigeria (South-West, South-East and South-South) between 2001 and 2015. During the period, about 48 private universities emerged in the whole of Southern Nigeria set up by religious organisations and private individuals. The institutions emerged under three successive democratic governments of Chief Olusegun Obasanjo (1999-2007), Alhaji Musa Yar'Adua/Dr. Goodluck Jonathan (2007-2011) and Dr. Goodluck Jonathan administration (2011-2015).

In the South-West geo-political zone, 48 private universities were set-up between 2001 and 2015, based on the recommendation of the National Universities Commission. Thus, private universities in the Southern Nigeria that came into being under Obasanjo's administration include Bowen, Covenant, Pan-Atlantic, Ajayi Crowther, Lead City, Redeemer's, Bells, Crawford, Crescent, Joseph Ayo Babalola, Caleb, Fountain, Wesley, Achievers, Caritas, Renaissance, Tansian, Benson Idahosa, Novena, Obong and Western Delta Universities, thus making 21 private universities that came on board at the time.

The number increased under Alhaji Musa Yar'Adua/Dr. Goodluck Jonathan (2007-2011) administration as 8 more universities were licensed, including Oduduwa, Afe Babalola, Adeleke, Paul, Rhema, Godfrey Okoye, Wellspring and Samuel Adegboyega Universities while the regime of Dr. Goodluck Jonathan (2011-2015) further granted license of operation to Elizade, McPherson, Southwestern, Gregory, Evangel, Samuel Adegboyega, Kings, Augustine, Chrisland, Christopher, Hallmark, Mountain Top, Hezekiah, Michael and Cecilia Ibru, Edwin Clark, and Ritman Universities, totaling 16. Therefore, in the Southern Nigeria, 48 private universities were established between 2001 and 2015.

3.5.2 The Growth of Private University in South-West Geo-Political Zone of Nigeria, 2001-2015

3.5.2.1 Bowen University, Iwo, Osun State

This University was founded on 17th July 2001 based on authorisation of the Federal Government of Nigeria, to make available a sound and holistic university education to Nigerians who are enthusiastic to make gains from the venture.²⁷⁴ Ilupeju explained that the Nigerian Baptist Convention owes the proprietorship of the University. That the University was named in honour of the late Reverend Thomas Jefferson Bowen, the American missionary that spearheaded the missionary enterprise of Baptist mission work in the country in 1850. In addition, the legitimate status of Bowen University is post-secondary institution and a faith-based private university.

Ilupeju maintained that Rev. Dr. Thomas Jefferson Bowen, the first Baptist Missionary to Nigeria, started education along with his mission work with the first set of people he gathered in his compound in Ijaiye. He started a formal class with them there under a tree. The people were his stewards, gardeners and those people that were interested in education. The gathering formed the nucleus of Education in the Baptist Mission and from that little beginning, the Baptist has grown to the extent that at least a Baptist Primary school exists in almost every town and village where there is a Baptist Church.

²⁷⁴ Interactive session with Mr. Ilupeju, S. Adebayo. Deputy Registrar Academics, Bowen University, Iwo. 02/08/17

As the years passed by, the Baptist Mission went into secondary education; today, the Mission has notable secondary schools all over the country. Examples of such are Olivet Baptist High School Church, Oyo; Baptist Boys' High School, Abeokuta and several others. The Mission also had a College at Iwo, which was then a Teacher Training College. The annals of the Baptist Mission reveal that it continued to proceed further, by trying to impact knowledge.

The Baptist Mission around 1935 has thought of having a University. The motion was moved in Eku, Delta State during Eku Convention. In addition to education, the Mission's keen interest in development also involved the hope of rendering health services to meet the health needs of the natives. Baptist Mission has Baptist Hospitals in Eku, Ogbomoso and Saki. There are some Baptist Medical Centres that provide very good quality health services. Reports have it that all these were built with a view to have a School of Nursing and School of Midwifery, where natives of those host-communities can be training their own people to put on the job. After the motion for Baptist University at Eku Convention, a committee was set up to see to the actualisation of the vision; raising of funds and other logistics. Among those saddled with the responsibility was Rev. Dr. W. R Ola Ojo, who is presently in his 90s.²⁷⁵ Ilupeju noted that Ojo was honoured with honorary Degree as a way of commending his efforts. The dream came into reality when the University received her license of operation in 2001 while academic activities commenced in November 2002. Those that started the move in 1935, and later in 1950 witnessed the eventual kick-off of the university. These people were also honoured.

Bowen University commenced with a pioneer students of 506 in faculties of Agriculture, Science and Science Education, and Social and Management Sciences. This study reveals that most of the private universities established in Nigeria, have reasons for coming up to join the league of university education providers in the country. Bowen University for instance, was borne out of total commitment to the age long principles held by the Baptists. The justifications for this are clearly stipulated in the University's vision, mission and philosophy. According to Ajayi, from the inception of Baptist work in Nigeria, schools and colleges were established throughout the nooks and crannies of the country, as well as a

²⁷⁵ Interview with Mr. Ilupeju, S. Adebayo. Deputy Registrar Academics, Bowen University, Iwo. 02/08/17

theological institution. The essence was to provide a holistic or balanced system of education for their votaries and/ or their wards...”²⁷⁶

In line with the above submission, Ilupeju maintained that one of the justifications for the founding of the University was that the time private universities were licensed, people have become very tired of public institutions. There were incessant strike actions. They had crises pervading the universities, cult activities, social vices and people were not happy with public universities again and they were looking for alternative means of sending their children outside the country for further education. So, when private universities were licensed, it was a relief to parents. They therefore, believe in the private universities particularly those that are faith-based and because the Baptist Mission has been at the forefront and has been noted for providing quality education before the time, it was not difficult for the university to enjoy relatively high patronage.²⁷⁷

3.5.2.2 Covenant University, Sango-Ota, Ogun State

Covenant University is an offshoot of the Liberation Commission as given to Bishop Oyedepo by God during one of his vision-encounter in May, 1984.²⁷⁸ Nevertheless, the zeal to found Covenant University came around October, 1999. This was a month after Faith Tabernacle (the church auditorium) was dedicated. By November 27, 1999, the vision came into reality a month after the Faith Tabernacle, Church auditorium was dedicated. An in-House Consortium on the proposed University was inaugurated on 27th November, 1999. An Advisory Council was further commissioned on 17th February, 2001 to come up with adequate structures for the take-off of the University. Also, the inspection team of the NUC visited for final verification of the University’s programmes and facilities on 15th July, 2001. Consequent upon the visit, the Federal Government approved Covenant University on 16th January, 2002. While there was the provisional license of operation was presented to Covenant University on 12th

²⁷⁶ Ajayi, S. Ademola. 2014. *A History of Bowen University: An Account of the Conception, Birth and Early Years of Africa’s Premier Baptist University*. Ibadan: Bookwright Publishers. 13-14

²⁷⁷ Interactive Session with Mr. Ilupeju, S. Adebayo. Deputy Registrar Academics, Bowen University, Iwo. 02/08/17

²⁷⁸ Oral Interview with Prof. Awonuga, C. O. Department Of Language And Communication Art, Covenant University, Ota. 11/03/13.

February, 2002. Covenant University, Ota, Nigeria, was therefore, authorised to begin operating as a private university in Nigeria.²⁷⁹

The turning of the surd of the permanent site was done on 27th January, 2002 while construction started in earnest in March 2002. The first phase of infrastructure got completed within eight months of its commencement. The pioneer students of about 1,500 resumed for the maiden academic session in October 2002. There are eight Faculties. These are; Arts, Engineering, Social Sciences, Entrepreneurial Studies, Science, Technology, Human Development and Business. The Total Man Concept (TMC) is Covenant University's tradition-built programmes. They constitute the core of her academic programmes. The idea premises on grooming men and women that would help in developing the world and to becoming conscious of his environment so as to maximise his potentials.

It is interesting to note that a great significance is attached to names not only in Nigeria, but all over Africa. Names carry meanings as well as significant information and messages. Name reflects situation or events that occur in the environment during one's birth. This situation was similar to what brought about the naming of Covenant University. In the words of Oyedepo, 'Covenant' was picked to describe the University's total obligation and pledge to accomplish its best in the course of developing the Total Man of all her learners.²⁸⁰ The name replicates the intent of the proprietor of the University as to upholding her agreement with her students to expedite the actualization of their aspirations for brilliance and profession feats. This can be achieved through the offering of the best practice in education service and, by so doing, providing their parents and guardians the best worth for their investment in their wards. It is public knowledge that every covenant is ratified by blood. Therefore, as a faith-based university, the blood of Jesus Christ, is considered which is believed to be the blood of the everlasting covenant, as stronghold for the accomplishment of this remarkable task. Bishop Oyedepo adds further that Covenant University vows to transform her graduates into professional scholars, rare managers, and highly resourceful technocrats in all fields of human endeavour.

²⁷⁹ Oral Interview with Prof. Awonuga, C. O. Department Of Language And Communication Art, Covenant University, Ota. 11/03/13

²⁸⁰ Oyedepo, David. 2000. *Excerpt from a speech by the Proprietor and Chancellor, Covenant University, Sango-Ota. At the Inauguration of the Advisory Council on February 17, 2000*

3.5.2.3 Pan-Atlantic University, Lagos

Pan-Atlantic University is a non-faith-based university situated in Lagos. The University is an off-shoot of Lagos Business School (LBS), founded in 1991. It was founded by Opus Dei. The Catholic Church owns the University. Opus Dei arranges for the spiritual and pastoral means essential to maintain Christian identity. The Federal Government gave the approval of the university as Pan-African University in 2002. The University became its first business school. The Board of Trustees of the University consists of Mr. Charles Osezua- Chairman, Engr. Maurizio Fattarelli –Member, Prof. Olusola Kushimo –member, Dr. Olabisi T. E. Falodun – member, Prof. Stephen Afolami- member, Dr. Imelda Wallace- member, Prof. Emmanuel Obikili- member and Mrs. Mary Agbomma Agbu- member. Therefore, the institution became recognised by the government as a private university in Nigeria. She began with 27 students and 2 Faculties, that is, Management Social Sciences, Media and Communication. Currently, the University houses over one thousand students studying various programmes. The infrastructural facilities and other logistics in Ajah Campus was ready in 2003. The Ibeju-Lekki campus project commenced in 2010. On 24th May, 2013, its name was changed to Pan-Atlantic University, so as not to be confused for Pan-African University of the African Union.²⁸¹

The campus life and content of education offered by the University reflects a strong Christian identity. The identity is characterised by the philosophy of the university to admit students from all walks of life irrespective of religion, race, colour and belief etc. The mission statement of the University is: to form competent and committed professionals and encourage them to serve with personal initiative and social responsibility to the community in which they work, thereby helping to build a better society in Nigeria and Africa at large.²⁸²

In addition, the University has interest in agricultural business. On that note, she organises training workshop on agricultural businesses with interest in poultry, aquaculture, cassava, agro-allied products processing, farming, etc. Also, the school is a distributor of agricultural equipment, also lecturing people who are aspiring to own their personal business

²⁸¹ Telephone interactive session with Mrs. Rosemary Okolo. Registrar, Pan-Atlantic University, Ibeju-Lekki. Lagos State. 02-09-2018

²⁸² Pan-Atlantic University, Lagos, Student's Hand Book. 4

in agricultural space.²⁸³ This dream purposefully encapsulates the rationale for the founding of the University. One of the justifications for the establishment of the University was to contribute her quota to national development through the provision of sound academic programmes that are relevant to the needs of the country.

3.5.2.4 Ajayi Crowther University, Oyo

The Ajayi Crowther University, Oyo was founded in 2005 by the Supra Diocesan Board (West) of the Church of Nigeria (Anglican Communion). The University originated from the defunct Church Missionary Society (CMS) Training Institute, Abeokuta and former St. Andrews College, Oyo. The CMS Training Institution which started in 1853 in Abeokuta was relocated to Lagos in 1868, and thereafter to Oyo in March 1896. At the commencement of the College, she trained holders of Grade II Teachers Certificate. Divinity Course was incorporated into the curriculum between 1910 and 1942 for training church ministers. The ownership of the College was relinquished from CMS, London to the Church of Nigeria (Anglican Communion).²⁸⁴

The taken over of the control and the management of all institutions in Nigeria by the federal government in 1977 did not exempt St. Andrews College, Oyo. Consequently, the Anglican Communion was stripped of the ownership of the school. Nevertheless, the St. Andrews College Old Boys Association's (SACOBAs) interest and by extension that of the Church, in the advancement of the College was impervious. In response to SACOBAs petition therefore, the onetime Oyo State Government raised the school in 1980 to NCE campus. The development made it to become a full-fledged College of Education in 1985.

The vision of all Andrians (products of St. Andrew's College), general public as well as the Church of Nigeria (Anglican Communion) was that St. Andrew's College, Oyo, should become a conventional University, given her success story and her pioneering role as the forerunner of Higher Education in Nigeria. On this note, the dream came into reality on September 7th, 1999, at the time Church of Nigeria granted SACOBAs entreaty for the founding of Ajayi Crowther University, Oyo. Thus, the University was to inherit the landed

²⁸³ Telephone interactive session with Mrs. Rosemary Okolo. Registrar, Pan-Atlantic University, Ibeju-Lekki. Lagos State. 02-09-2018

²⁸⁴ Interactive session with Mrs. Fatogun, A. T. Registrar, Ajayi Crowther University, Oyo. 10/10/2017. The information was corroborated with information on the University Website www.acu.org Retrieved On 09/01/

property and infrastructure of former St. Andrews College, Oyo under the proprietorship of the Church. Having fulfilled the entire requirements as requested by the National Universities Commission (NUC) for the founding of Universities in Nigeria, Ajayi Crowther University (ACU) was granted provisional license of operation as a private university in Nigeria on 7th January 2005.²⁸⁵ The University commenced academic operation with 306 pioneer students and 4 Faculties of Humanities, Law, Management, Social Sciences and Natural Sciences. The University is named after the late Samuel Ajayi Crowther, the first African-Anglican Bishop who first translated the Bible into Yoruba.

The justification for the establishment of the university includes raising Godly intellectuals,²⁸⁶ in order for them to proceed to be agents of great positive change and transformation in their immediate environment, the nation and the world as a whole. Ajayi Crowther University, being a faith-based Christian university, emphasises sound academic development, the fear of God, excellent character formation, hard work, diligence and entrepreneurship.

3.5.2.5 Lead City University, Ibadan

Lead City University, Ibadan was granted provisional license of operation by the National Universities Commission in 2005. The University was created by Eduserve Consult, a consulting outfit who had been in the field of education and Information Technology service for many years. The application to set up the university was given to the National Universities Commission in 2002.²⁸⁷ Assessment exercise was conducted by the Commission in August and September, 2003 respectively. Having fulfilled all the necessary requirements, the University was approved for immediate take off by the Board of NUC in December 2003 as an introduction to the endorsement by the Federal Executive Council, which was effected on the 16th of February, 2005. As a result of many cases of mistaken identity as the authorisation of the university has ‘City’ and in a bid to prevent corporate identity problem, the Board of

²⁸⁵ Interactive session with Mrs. Fatogun, A. T. Registrar, Ajayi Crowther University, Oyo. 10/10/2017. The information was corroborated with information on the University Website www.Acu.Org Retrieved On 09/01/2018

²⁸⁶ Statement made by Rt. Rev. Prof. Dapo Asaju, the Vice-Chancellor, Ajayi Crowther University, Oyo. The University is established by the Church of Nigeria, Anglican Communion.

²⁸⁷ Lead City University, Ibadan. 2017. Weekly bulletin. Vol. 31, No. 10, September, 18. 2

Trustees and Council of the University on the 7th of March, 2005 resolved to modify the name to read Lead City University, Ibadan.

The Mission of the university entails contributing to the expansion of university education in Nigeria through qualitative access to knowledge and training, with innovative and challenging teaching techniques that guarantees a balanced education. While the vision of the university is to be a centre of excellence, a unique, urban-based university, specializing in social sciences, Law, Applied Sciences, Information and Communication Technology.

3.5.2.6 Redeemer’s University, Ede

The establishment of Redeemer’s University was borne out of a combined inspiration and vision the General Overseer of the Redeemed Christian Church of God (RCCG), Pastor Enoch Adejare Adeboye, had when he visited Oral Roberts University, Oklahoma, United States of America in 1979.²⁸⁸ Meanwhile, in 1982, Pastor Adeboye was in Ede under divine direction to hold a programme tagged ‘Congress’,²⁸⁹ at the end of which the Pastor and his team paid the then Timi of Ede, H. R. H. Oba T. O. A. Oyewusi, JP., who had been informed of the programme and was impressed by all that he learned had happened during the programme – testimonies, miracles, and a mass of people giving their lives to Christ. The Monarch asked Pastor Adeboye if there was any way he could be of assistance to his ministry...while the Pastor asked for a parcel of land and the Monarch willingly and warmly obliged by giving a large parcel of land of 500 hectare of land to the church.²⁹⁰ This was long before any private university existed in Nigeria.

According to Adekeye, the dream could not materialise until Decree No. 9 of 1993 was promulgated. The Decree allows individual, organisations and communities to found university in Nigeria as long as assured conditions spelt out by the Federal Government through the National Universities Commission (NUC) were met.²⁹¹ Having met the laid down criteria, in December, 2004, there was a letter received from the NUC stating that the

²⁸⁸ Redeemer’s University, Ede, Osun State, Nigeria. 2015. *Celebrating 10 Years Of Advancement; A Brief History* (2005-2015). Lagos: RUNNIGERIA. 6

²⁸⁹ Redeemer’s University, Ede, Osun State, Nigeria. 2015. *Celebrating 10 Years Of Advancement; A Brief History* (2005-2015). Lagos: RUNNIGERIA. 7

²⁹⁰ Interactive session with Chief Oyebayo Lawal, Mogaji Ileriika, Ede, Osun State. 30/07/17; Telephone interview proprietor, Pastor E. A. Adeboye, 10/09/17

²⁹¹ Interactive session with Prof. Kayode Samuel Adekeye, Deputy Chancellor, Redeemer University, Ede. 31/08/17

government has approved the establishment of Redeemer's University as a faith-based private university. Hence, provisional license of operation was issued dated Friday 7th January, 2005.

The university kicked off at the transitory site at the Redemption Camp, Mowe, Ogun State on 11th October, 2005. Therefore, 478 students pioneered the three Colleges. In support of the vision of the university project, the Mission ceded some of its property at the Redemption Camp to the University. The University's Mission "is to establish a university that will take into cognisance both the academic and moral development of its students irrespective of their sex, religious leaning, nationality, race or tribe." The Vision "is to be the foremost institution for producing graduates who combine academic excellence in the practice of their profession with God fearing attributes."²⁹²

3.5.2.7 Bells University of Technology, Sango-Ota

Bells University of Technology, Ota is a non-faith-based private university. It is the first private-owned university of Technology in Nigeria founded by the Bells Educational Foundation. The University was granted her provisional operational license by the Federal Government on the 9th June, 2005, while operations kicked-off in July, 2005. The institution opened her doors to the pioneer students on Sunday 25th October, 2005. According to Tafa, "the University has a unique vision of being a world renowned university with the commitment of developing and transforming the society through innovation and other environmental-friendly technologies." He stated further that the University's mission is "to discover, disseminate, and apply the knowledge of Science and Engineering, for human well-being and the development of the society."²⁹³

In addition, the University's philosophy is "to promote the advancement of knowledge, and production of graduates with relevant knowledge needed for positive contributions to the advancement of society and are also capable of self-actualisation and empowerment generation."²⁹⁴ The existing colleges of the University include College of Natural and Applied

²⁹² Redeemer's University: Students' Hand Book. Lagos: Oragrafix Production. 5

²⁹³ Oral Interview with Tafa, L. S. The Deputy Registrar, Bells University of Technology, Ota. He stood in proxy for the Registrar who was unavoidably absent attending a meeting with the vice-chancellor at the time the survey was conducted. 12/03/13.

²⁹⁴ Oral Interview with Tafa, L. S. The Deputy Registrar, Bells University of Technology, Ota. He stood in proxy for the Registrar who was unavoidably absent attending a meeting with the vice-chancellor at the time the survey was conducted. 12/03/13.

Sciences (COLNAS), College of Food Sciences (COLFOODS), College of Information and Communication Technology (COLICT), College of Management Sciences (COLMANS), College of Environmental Sciences (COLENV), and Centre for Foundation Education (CFE). The CFE organises the General Studies programmes, conferences and workshop, and the general socio-cultural development of the students.

Tafa stated that the fundamental purpose of establishing the Bells University of Technology is to provide quality instructions in Natural and Applied Sciences; Information and Communication Technology; Food Sciences; Management Sciences; Environmental Sciences; Engineering and other undergraduate and postgraduate programmes.²⁹⁵ The University equally came on board in order to keep with the proprietor's firm belief in the edification of humanity through science and technology.

The desire of the Bells Educational Foundation to have a unique university was borne out of the solid foundation built by the secondary section of the Foundation. To ensure and facilitate her uniqueness, the Foundation chose to establish a University that would offer courses which would support relevant and sustainable technologies that were transferable, ICT-driven, and at the same time cutting edge of science and technology.

3.5.2.8 Crawford University, Igbesa

The tenet of the Apostolic Faith Church is rooted in her belief in righteousness, resourcefulness, and prayers. These they believe is a time-tested podium upon which the greatness of many nations that fear God had been built. The anchor for this notion is the eternal truth - *Righteousness exalts a nation*. The Ministry of Apostolic Faith considers the Nigerian Government's deregulation of education policy as a golden opportunity for the Church to participate in the third tier of education to upgrade standard of education in Nigeria through individual owned higher institutions. Crawford University, Igbesa, is a religious university established by the Apostolic Faith Church, Nigeria. The University received the provisional operating license from the Federal Government on 9th June, 2005. The first set of student resumed for academic session on the 30th September, 2005, while matriculation was held on 20th December, 2005. The University's objectives are well articulated in her vision and

²⁹⁵ An oral interview with Tafa, L. S., is the Deputy Registrar, Bells University of Technology, Ota. 12/03/13.

mission statements that centre on excellence; self-actualisation, enviable standards of teaching and research.²⁹⁶

The realisation of The Apostolic Faith Church that formal training is a social service that cannot be purely sponsored by students' fees made the Church to embark on the venture, simply because the Church is of the opinion that she has a consecrated and devoted onus to help in alleviating the ills which bedeviled all the tiers of educational sector in Nigeria.²⁹⁷ Crawford University is, therefore, a bold attempt by the Church to diversify into the third tier of education. The effort is aimed at producing graduates with moral excellence, self-confidence, inventive dynamism, and creativity. The Church believes that such graduates would be able to generate for themselves and the society in general, meaningful solutions to unemployment and other pressing manpower needs ravaging the economy.

In addition to the above is moral justification. According to the stakeholders, Nigeria is faced with high level of moral decadence in the public universities, ranging from sexual harassment of the female students by male lecturers, cultism, to examination malpractices, among others. It was stated that these immoral activities have so much eaten deep into the fabrics of the society to the extent that it had found its way into the church. In the words of Ojo, “these children are our future; if they are morally sound, we know that the rate of immorality in our society would reduce. Hence, the Apostolic Faith decided to have a University purposely for moral and academic training.”²⁹⁸ He stated further that the church, through the University, wants their children to be exposed to university education which would help to build their intellectual development in combination with godliness.

3.5.2.9 Crescent University, Abeokuta

Crescent University is owned by Prince Bola Ajibola. The University is being run in accordance with the injunctions of the Islamic religion. The University got her provisional license of operation in 2005.²⁹⁹ The philosophy of the university includes; grant right of entry

²⁹⁶ An interactive session with Ojo Abayomi, The Deputy Registrar Crawford University Igbesa, Nigeria. 13/03/13.

²⁹⁷ Interactive Session with Dr. Adebola, A. O. Dean Student Affairs, Crawford University, Igbesa. 13/03/13

²⁹⁸ An Interactive Session with Ojo Abayomi, The Deputy Registrar, Crawford University, Igbesa, Nigeria. 13/03/13.

²⁹⁹ An interactive session with Kasali, M. A. Head Of Department, History and International Relations, Crescent University Ogun State. 15/03/15

to schooling to the increased number of suitable candidate; turn out graduates imbued with character and learning, mindful of the fear of God in their daily life; equip and prepare an enabling environment in which teaching and learning shall be conducted in a favourable environment. Since the inception of the university, it has been turning out its products from various fields of specialisations to contribute to the Nigerian societal development in particular, and the world in general.

According to Kasali, the justification for the establishment of the university was in the dedication to the propagation of Islamic religion. Therefore, Crescent University is dedicated to Islamic education, religious tenets and intellectual development in various fields of academic endeavours.

3.5.2.10 Joseph Ayo Babalola University, Ikeji-Arakeji

Joseph Ayo Babalola University, Ikeji-Arakeji, is a faith-based University. The Christ Apostolic Church (Worldwide) founded the University. The provisional license of operation was issued on February 8th, 2006 by the Federal Executive Council while she received the license on 6th March, 2006. The institution commenced formal academic activities as it was opened to students for the 2006/2007 academic session on the October, 25th 2006.³⁰⁰ The University was formally affiliated with Christian-Pentecostal religion.

One of the justifications for the establishment of Joseph Ayo Babalola University is that she seeks at providing teaching, research and service that would encourage conducive learning environment so as to enhance academic exchange at both the national and international fora. The students' population is above 4,000 with the staff strength of 800. The university runs programmes in the following Faculties; Social Sciences, Natural Sciences, Humanities, Environmental Sciences and Agricultural Sciences. It is in partnership with Association of African Business Schools and other professional Bodies within and outside the country

3.5.2.11 Caleb University, Imota, Ikorodu

³⁰⁰ Interactive session with Barr. Wale Aderibigbe, The Registrar, Joseph Ayo Babalola University, Ikeji-Arakeji

Caleb University is a non-faith-based University founded by Prince Oladega Adebogun.³⁰¹ The Federal Government of Nigeria through the National Universities Commission on May 2, 2007, issued the provisional license of operation to the University as a private university. It has its take-off site located at Magodo and operation later moved to the University's permanent site at Imota in 2009.

The University commenced full academic programme with the admission of 141 students on Monday, January 21, 2007. Then, there were only two Colleges which make the phase one of the universities. The phase one colleges are the Colleges of Pure and applied Sciences, having four Departments and eleven Degree Programmes; and the College of Social and Management Sciences which has five Departments and 5 Degree Programmes,

This study reveals that the justification for the founding of Caleb University emanated from the deep inspiration the proprietor³⁰² felt to begin a university that will do for university education, what Caleb has commendably practiced at the primary and secondary level. According to Okor, Caleb University is a non-faith-based University, envisaged to be a distinctive citadel of learning through the provision of qualitative and relevant university education fit to produce future leaders that will be capable of impacting the society positively and at the same time being globally competitive.³⁰³ The mission of the university stems from her vision which aimed at creating a unique institution that is committed to the pursuit of academic innovation, skills-based training and a tradition of excellence in teaching, research and community service.

3.5.2.12 Fountain University, Oke-Osun, Osogbo

The Nasrul-Lahi-L-Fatih Society (NASFAT) established the Fountain University. The desire was due to the Foundation's educational policy and plan pronounced at its planned retreat held at Akodo, Lagos, in the year 2000. The Society came up with an 18-Man University Planning Committee in January 2004 to plan towards the emergence of the university.

³⁰¹ Oral interview with Folake Okor, Registrar, Caleb University, Lagos. 18/01/18

³⁰² The experience and the success recorded by the proprietor of Caleb University, Prince Oladega Adebogun while running both the primary and post-primary education was one of the motivational factors that propelled him to establish a private higher institution

³⁰³ Interactive session with Mrs. Okor, Folake. The Registrar, Caleb University, Lagos. 18-01-2018

Fountain University was granted a provisional license of operation as a Private University on May 17, 2007. The University commenced academic activities on January 14, 2008³⁰⁴ with two Colleges, namely Management and Social Sciences, and Natural and Applied Sciences with an initial population of 200 students. Fountain University, Osogbo was established to be a pacesetter in providing learning, character-building and service to humanity with the mission to produce graduates that are fully equipped to contribute meaningfully to the advancement of the society as well as producing resourceful graduates with high moral standard.³⁰⁵ According to Adenekan, the door of the University becomes open to everyone irrespective of religions, beliefs, race, colour, background etc. the university aims at achieving this objective through quality programmes and adequate infrastructural facilities with the aid of professionally qualified as well as competent staff.

3.5.2.13 Wesley University, Ondo

The current day Wesley University, Ondo started as a specialized university focusing only on science and technology education, with the name Wesley University of Science and Technology, Ondo. Methodist Church Nigeria (MCN), Ondo is the proprietor of Wesley University of Science and Technology. The MCN came into existence in 1842 through the Methodist Society from Britain.³⁰⁶ The main goal of the society was to evangelise as well as converting the people to Christianity. The need to groom a good number of Africans that would serve as interpreters and to assist the missionaries in the occupation motivated the training. The MCN in 1942 thus, embarked on educating the people by setting up the first Nursery of the infant church in Badagry. This marked the establishment of the first school by the MCN in Nigeria.

The University was issued a provisional license of operation by the National Universities Commission (NUC) on May 17, 2007 having met the requirements for the establishment of a University. Thus, the formal ceremony for the commencement of the academic programmes was held on 14th May, 2008, at the University campus in Ondo town. Full academic activities

³⁰⁴ *Annual Report 2014/2015*. Fountain University, Osogbo, Oyo State. 17

³⁰⁵ Interactive session with Mr. Adenekan, Sheriff Adeyemi, Principal Assistant Registrar, Fountain University, Osogbo. 02-08-2017

³⁰⁶ Oral interview, Mrs. C. Obasi, Registrar, Wesley University, Ondo. 15/12/2017

commenced in October, 2008, with the admission and resumption of the University's pioneer students of 38.

While justifying the reasons for the establishment of Wesley University of Technology, Ondo, Obasi stated that “the Management of the University attempts at providing a conducive environment that promote effective teaching, learning and research in science and technology for viable development.”³⁰⁷ She stated further that Wesley University of our dream is one in which moral regeneration of our students would be approached through formal and informal means. This is done to encourage national development from moral, religious and cultural perspectives. According to Aderounmu, the vision of the university is to be a centre of excellence in knowledge creation, moral regeneration and development enhancement in all fields of endeavour.³⁰⁸ While the mission of the University provides conducive environment needed for effective teaching and research. It also seeks to provide balanced education for self-reliance and self-actualisation through development of entrepreneurial skills for national development.

Obasi further noted that there was a recent development in the university. She explains that the university was issued license of operation by the National Universities Commission with Wesley University of Science and Technology, Ondo. Thus, the major area of focus of the University programmes offered in the institution was purely science and technology courses. But to a large extent, this has limited the number of students that the institution could admit due to her bias for science-oriented programmes. In a bid to salvage the situation, the Proprietor (Methodist Church, Nigeria), with the support of the Governing Council of the University thought it expedient to make slight adjustment on the name in order to create a wider opportunity, access and space for prospective candidates that are yearning for university education in the country. Having gone through necessary procedure for the change in name and programme focus, the University was approved to run as a non-specialised private university; Hence, the institution is today known and addressed as Wesley University, Ondo thus, creating more space and carrying-capacity to admit prospective candidates into various disciplines.

³⁰⁷ Interactive session with Mrs. C. Obasi, Registrar, Wesley University, Ondo. 15/12/2017

³⁰⁸ Interactive session with Prof. W. O. Aderounmu, Vice-Chancellor, Wesley University, Ondo. 15/12/2017

3.5.2.14 Achievers University, Owo

Achievers University, Owo was founded by Hon. Dr. Bode Ayorinde as a non-faith-based private university established in 2008. The Board of Trustees of the University, that registered with the NUC, composed of Chief Mrs. Olutoyin Olakuntiri (MON) – Chairman, Professor Emeritus David Ijalaye - Co-chairman, Prof Mrs. Victoria Ajala – Member, Dr. Adewumi Abitoye (Former Minister of Education)– Member Oluwarotimi Akeredolu (SAN) – Member, Hon. Dr. Bode Ayorinde - Founder/Pro-chancellor. The University was officially accredited and/or recognised by the National Universities Commission, as Achievers University, Owo (AUO), The University, is with an average enrolment range of 500-999 students.³⁰⁹ The University offers courses and programmes such as certificates, diplomas, associates or foundation degrees, bachelor degrees in quite a lot of areas of study.

The institution has a selective admission policy based on students' past academic record and grades. Usually, a prospective student must meet up with an average of 40-50% grade, depending on the chosen course, before he/she could be offered an admission. Both the international applicants are qualified to apply for admission into the university. The University provides many academic and non-academic facilities and services to students. These facilities include; housing, library, sport facilities and/or activities, financial aids and/or scholarships, online courses and distance learning opportunities, as well as administrative services.³¹⁰

Our survey reveals that the justification for the establishment is well articulated in her vision and mission statements. According to Sofowora, the vision of Achievers University is to lead other universities in Africa and the world at large. This she aims at doing by producing a complete or total person that would be morally upright, and entrepreneurial sound.

3.5.2.15 Oduduwa University, Ile-Ife

Oduduwa University was established by Prof. Ramon Adegoke Adedoyin. The University was issued operational license of operation by Federal Government of Nigeria to run as a private University on 3rd November, 2009 with registration number 38. According to Aderemi, the University was named after the ancestor of the Yoruba race (Oduduwa).³¹¹ The University is

³⁰⁹ Interactive session with Mrs. B. F. Sofowora, The Registrar, Achievers University, Owo. 30/07/2017

³¹⁰ Oral interview, Dr. Taiwo Adenegan, Dean, Student Affairs, Achievers University, Owo. 07/07/19

³¹¹ Interview, Aderemi, Yusuf Ganiyu, Assistant Registrar, Oduduwa University, Ipetumodu, Osun State, 04/08/17

located at Ipetumodu, a town in Ife North Local Government Area of Osun State. Aderemi, also remarked that the justification of the university is embedded in her mission and vision statements. At the time private universities were granted license of operation in Nigeria, the proprietor, being an academic of international repute, felt the need to contributing his own quota to the advancement of university education in the country by establishing Oduduwa University, Ipetumodu.

3.5.2.16 Afe Babalola University, Ado Ekiti

Afe Babalola University was founded by Chief Afe Babalola in 2009. The founder acknowledged that the public universities' challenges of lack of commitment by the staff and want of emotional attachment to their various institutions as in the case of a private or personal establishment. It is public knowledge that most employees in public higher institutions often display nonchalant attitude towards government work. The justified basic reason was that such is not their father's business.³¹² The founder therefore, is of the opinion that it was high time private individuals stood up to their responsibility of providing qualitative and affordable higher education being the trend in the contemporary world in both the emerging economies and developed countries.³¹³ These are classic examples of how and why private universities are more successful than government universities as evident by the excellence of graduates they produce and their programmes in the competitive world field. At the inauguration of the University, it commenced academic activities with 380 students studying several programmes.

3.5.2.17 Adeleke University, Ede

Adeleke University is as an offshoot of Springtime Development Foundation (SDF) (RC No. 8109), as a Non-Governmental Organisation (NGO) set up in 1996 by Adedeji Adeleke.³¹⁴ The Foundation was established to empower indigent individuals, people and communities to

³¹² Cited In Afe Babalola University, Ado– Ekiti: Staff Handbook 2010. Ado-Ekiti: Afe Babalola University Press. 11

³¹³ Statement made by Afe Babalola (SAN), Founder Of Afe Babalola University, Ado-Ekiti

³¹⁴ Dr. Adedeji Adeleke Founded Adeleke University, Ede. The university first started as a foundation duly registered with the corporate affairs commission to meet the needs of indigent people within its community. the belief that education is a means of escape from poverty stricken life propelled the proprietor to establish a private university to train future leaders for the Nigerian society and the world at large

improve themselves and their environments. A decade into the existence of the Foundation, she registered her operational presence in nearly all the states in Nigeria by supporting people at the grass root to attain higher quality of life.

This the Foundation does through the provision of relief materials to the poor, needy and victims of natural and social disasters. The proactiveness of the SDF goes beyond as far as providing a near-total solution to the problem of poverty, diseases, hunger, and ignorance, social and political disabilities. This is where its educational intervention through the founding of Adeleke University becomes relevant. The University thus, provide appropriate physical and social basic structure upon which the indigent in any target people/group can be encouraged to build sustainable civilized quality life.

The founding of Adeleke University has come to provide a suitable avenue for students from all walks of life irrespective of race, colour and ethnic groups to attain their full potentials. The idea is to teach people how to *fish rather than give them fishes*. With the education of the younger generation, the SDF through Adeleke University believes that poverty, ignorance and diseases will give way to prosperity.

3.5.2.18 Elizade University, Ilara-Mokin

Like any other private university established in Nigeria, Elizade University, Ilara-Mokin, Ondo State, Nigeria received her provisional license of operation in 2012.³¹⁵ The University commenced her academic activities with 30 students. It aims to be an institution with the best traditions in the production of self-reliant, ethics-conscious, globally competitive graduates imbued with requisite skills, competencies and ability to be key players in the nation's quest for socio-economic and technological development.

Chief Michael Ade-Ojo stated how he singlehandedly founded and funded Elizade University. He explained that he was very passionate about education especially at the tertiary level. He noted that the appalling state at which university education was, in Nigeria especially from the 1980s prompted him to pick interest in, how he could make impact in the educational sector. The opportunity presented itself with the granting of provisional licenses to individuals and corporate organisations to found their own universities in the country. Therefore, having established Elizade University, he gives an annual subvention of a sum of N1billion to the

³¹⁵ Interactive session with Adegbenro Omololu. Registrar, Elizade University, Ilara-Mokin. 09/05/17

institution. He was optimistic that with the involvement of individuals in the higher education enterprise, in Nigeria, the country would witness a better and viable economy in the nearest future.

3.5.2.19 McPherson University, Seriki- Sotayo, Ajebo

McPherson University is a faith-based university. It is one of the five private universities issued provisional licenses of operation in February, 2012 by the National Universities Commission. The University was founded by the Foursquare Gospel Church in Nigeria. The Foursquare Gospel Church was founded by Aimee Semple McPherson in Oakland, California, United States of America in 1922. The international headquarters is in Los Angeles, California. The tenets of the church proclaim Jesus as the Saviour of the world, Baptizer with Holy Spirit, the Great Physician and the coming-soon king.

Since the inception of the church in Nigeria in 1955, education has been one of the basic foundations that is given credence in the development of the individual, the church and the society. This was seen in the establishment of LIFE (Large International Fellowship Evangelism) Theological Seminary in Ikorodu in 1955. Closely followed was the founding of nursery, primary as well as post-primary schools in many towns and cities in Nigeria. According to Agbaje, “the decision of the church to start McPherson University was the next logical step towards fulfilling the educational goals of the Movement. It was also a response to the call made by the Federal Government of Nigeria, for private involvement in university education delivery.”³¹⁶

The University took off as an institution on October 1, 2012. Towards the preparation for academic resumption, the University Management approached Joint Admissions and Matriculation Board for backlog candidates whom the University could start with for 2012/2013 academic session. In response to the request, 43 students were sent to the University, hence, academic activities started in earnest.³¹⁷ Therefore, on November 1, 2012, matriculation of students and installation of the University Chancellor were conducted.

³¹⁶ Oral interview with Agbaje, G.O.K. The Principal Assistant Registrar, McPherson University, Seriki Sotayo, Ogun State. 12/04/13.

³¹⁷ Interactive session with Okubadejo, A. O. Dean, Faculty of Social Sciences, McPherson University, Seriki Sotayo, Ogun State. 12/04/13

The university's vision, according to Agbaje, is "building a people of integrity and excellence for service". The mission "aims at providing functional, high quality and sound education with godly qualities that would prepare men and women for leadership in life and positive impact on the society."

3.5.2.20 Southwestern University, Okun-Owa

Southwestern University, Okun-Owa is a non-faith-based University. The University got its license of operation in February, 2012. However, academic and administrative work never started until November, 1, 2012. Since resumption, work had commenced on the curriculum development. This includes writing of several letters to the Joint Admissions and Matriculation Board for candidates. Thus, these candidates became the pioneer students of the university. According to Ojo, the university's vision is to be and remain a centre for excellence, modeling and mentoring. More importantly, to provide the missing link between research and development as well as the industries. The mission statement centres on providing highly competent and resourceful graduates equipped with high moral standard.³¹⁸

In addition, the Philosophy of the University stresses total commitment to the training and development of men and women in a conducive environment through appropriate research, teaching and service to humanity. Ojo stated further that the University is out to lay more emphasis on empowerment, excellence through research and development, and qualitative teaching and learning process.

3.5.2.21 Kings University, Ode-Omu

The King's Ministries Trust, generally known as Kingsway International Christian Centre (KICC) is the proprietor of Kings University, Ode-Omu, established in 2015 as a private faith-based university. The circumstances surrounding the history of the University were unique. This was clearly outlined by the proprietor. Among the issues that moved the proprietor to propose the establishment of a private university are the need to adopt sound Information Technology in research, teaching, learning, public service and administration of a university;

³¹⁸ Oral interview with Ojo, Emmanuel. The Registrar, Southwestern University, Okun-Owa, Nigeria. 21/03/13.

the need to incorporate adequate entrepreneurial studies in the curriculum of the university that would make the students employers of labour after graduation; and the need for the development of a total man.

According to Salami, at “Kings University, our vision is to hoist quality leaders that would change Nigeria and continually sustain her as a technologically advanced nation, also, our mission is to be a university, recognised for academic excellence and human capital development which impacts society economically, intellectually and socially.”³¹⁹

3.5.2.21 Augustine University, Ilara-Epe, Lagos State

The Catholic Archdiocese of Lagos promotes educational development in Nigeria since 1973. The move led to the establishment of many primary and secondary schools. In a bid to encourage qualitative higher education, the Archdiocese founded St. Augustine's College of Education, Akoka, Yaba, Lagos. The College was the first privately-owned college of education in Nigeria.³²⁰ In order to further the development of education in the country, Augustine University was established. The decision was as a result of the proprietor's belief that university education plays a crucial role in the contemporary world since it is a key source of ideas and innovation. It is equally in recognition of this fact and the need to expand access to higher education in the country that the Federal Government of Nigeria granted permission to corporate bodies and organisations to establish private universities provided they meet the required criteria.

The University upholds the noble tradition of Catholic Higher Education of achieving intellectual, cultural and moral excellence by preparing students for leadership and enterprise. The University was licensed for take-off on the 5th of March, 2015 and inaugurated on the 23rd of October, 2015. Academic activities began with the resumption of 100-level students into approved programmes on the 30th of November, 2015.

3.5.2.22 Chrisland University, Owode, Ogun State

³¹⁹ Interactive session with Mrs. Dorothy Salami, Registrar, Kings University, Ode-Omu. 30/07/2017

³²⁰ Interview, Aziba Margaret Itohan, Registrar, Augustine University, Ilara, Lagos. 06/03/2018

Chrisland University was issued provisional license of operation in 2015.³²¹ The University commenced her academic activities with 210 students. The University commenced with 2 Colleges namely; Natural and Applied Sciences; and, Management and Social Sciences, under which its 8 departments and 15 undergraduate programmes are coordinated. The Board of Trustees consists of Winifred Adefolahan- Chairman, Chief Olu Falomo- member, Mrs. Ibiroinke Olatokunbo Adeyemi- member and Dr. Olufemi Awosika.

The justification for the establishment of the university is embedded in her vision and mission statement which aim at creating a conducive learning atmosphere that cultivates an intellectual and sound moral culture which attracts an excellent blend of academics across the globe and deploys resources to educate the total individual.³²² Also, the University hopes to attract talented youths with the aim to teach and inspire them in advancing to the realm of knowledge by developing their creative scholarships, academic enquiry, research discovery and application of new knowledge to the transformation of the individual as well as the society. While the vision aims at becoming an epic-centre noted for ethical standards, intellectual freedom, research, community service and training of a new generation of outstanding leaders.

3.5.2.23 Christopher University, Mowe

Christopher University got her provisional license of operation on February 25, 2015 while academic activities commenced on March 5, 2015.³²³ The University is located on a land space of over 100 hectares situated in Mowe, Lagos/Ibadan express way. The Board of Trustees of the University include; Chief Eric Nwobi-Chairman, Dr. Christopher Ezeh-member, Engr. Mayen Adetiba-member, Mallam Umar Yahaya-member, Barr. Azubuike Ezeh-Secretary.

The current research finds that the Promoter of the Christopher University, Translucent Management Services, had for several years noted the distinctive that exists between the academia and industry. Consequently, she had at various times, successfully established very strong and robust linkages between the private sector and the academia with emphasis on capacity building and management training. This stride constitutes a very strong motivation

³²¹ Interactive session with Dr. Ajibola Bart Meraiyebe. Director of Academic Planning, Chrisland University, Owode, Ogun State. 6/02/19

³²² Interactive session with Mr. David Ayokunle Olowola. Registrar, Chrisland University, Owode, Ogun State. 6/02/19

³²³ Interview with Udeoke Aloysius. Registrar, Christopher University, Mowe, Ogun State. 03/03/19

for the establishment of the University, with strong emphasis on management sciences, with linkages with corporate organisations locally and internationally.

In venturing into this great task, the promoter appraised the educational terrain, noting its shortcomings in human and capital development and the challenges of business as well as management in the contemporary global knowledge economy. Following the appraisal, the promoter felt compelled to intervene with a view to establishing first class institution that will train students, who upon graduation, would be imbued with the requisite skills, knowledge and competencies to fit into industry and public sector in any part of the globe and be key players in their various fields of specialisation.³²⁴ The gap, between the burning ambition, of many Nigerians for quality university education and the few spaces available for them to realise their ambitions and fulfill their aspiration provide further impetus for the establishment of Christopher University. Invariably, this is the promoter's contribution to national effort, aimed at promoting increase access to qualitative university education. Thus, the need to create a specialised institution that is dedicated to the pursuit of skill-based training, academic innovation and promotion of excellence in research and teaching formed the basis for the mission of the university.

3.5.2.24 Hallmark University, Ijebu-Itele

Hallmark University, Ijebu-Itele, Ogun State was founded by Vivian Fowler Trust Foundation in 2015. The University was issued license of operation in 2015 as a non-faith-based private university in Nigeria. Hallmark University commenced its academic activities by admitting 18 students into the Faculties of Applied and Natural Sciences, Management and Social Sciences. According to Ajayi, the University is extending the frontiers of knowledge by creating a total man full of resourcefulness and ingenuity to be part of social engineering of our nation and the world at large.³²⁵ He stated that the justification for the establishment of the University makes her a student-centered while extending the services to all persons irrespective of race, creed, gender, or political leanings while promoting the opportunity to acquire University education in the sciences, technology and management.

³²⁴ interview with Udeoke Aloysius. Registrar, Christopher University, Mowe, Ogun State. 03/03/19

³²⁵ Interactive session with Ajayi, Afolabi. Registrar, Hallmark University, Ijebu-Itele, Ogun State. 05-04-19

3.5.2.25 Mountain Top University, Mowe

Mountain Top University was established by Mountain of Fire and Miracles Ministries (MFM) in 2015 through the Proprietor of the Ministry, Dr. Daniel Kolawole Olukoya as a University founded by religious organisation.

The justification for the establishment of Mountain Top University is well expressed in her vision and mission statements. The institution in line with the statement is envisioned to be a dynamic citadel of academic excellence. It equally entails the production of morally and academically sound graduates fit for global competition who will be able to make relevant and outstanding impact on the immediate community as well as global development. Also, with the aid of adequate provision of quality facilities men and women would be trained in various academic, professional and vocational disciplines in a conducive learning environment that would enhance the simultaneous development in all their facets of life considering the rate of high level of unemployment in the country. One of the core objectives of the university is to ensure that her graduates are trained in specialised skills that will make them self-employable while promoting societal value systems.

Table 3.8: List of Private Universities in Southwest Geo-Political Zones in Nigeria, up till December, 2015

	ZONE	NAME	YEAR	LOCATION/STATE
		Babcock University	1999	Ilisan Remo, Ogun State
		Bowen University	2001	Iwo, Osun State
		Covenant University	2002	Canaan Land, Ota, Ogun State
		Ajayi Crowther University	2005	Oyo, Oyo State.

SOUTH- WEST	Pan-Atlantic University	2002	Lagos, Lagos State.
	Lead City University	2005	Ibadan, Oyo State.
	Redeemer's University	2005	Ede, Osun State.
	Bells University of Tech.	2005	Sango-Ota, Nigeria.
	Crawford University	2005	Igbesa, Nigeria
	Crescent University	2005	Lafenwa, Abeokuta
	Joseph Ayo Babalola Univ.	2006	Ikeji-Arakeji, Osun State
	Fountain University	2007	Osogbo, Osun State.
	Caleb University	2007	Imota, Ikorodu, Lagos State
	The Achievers University	2007	Owo, Ondo State.
	Wesley Univ. of Sci. & Tech.	2007	Ondo, Ondo State.
	Afe Babalola University	2009	Ado Ekiti, Ekiti State.
	Oduduwa University	2009	Ile-Ife, Osun State.
	Adeleke University	2011	Ede, Osun State
	Elizade University	2012	Ilara-Mokin, Ondo State
	McPherson University	2012	Seriki- Sotayo, Ogun State
	Southwestern University	2012	Okun-Owa, Ogun State
	Kings University	2015	Ode-Omu, Osun State
	Augustine University	2015	Ilara, Ogun State
	Chrisland University	2015	Owode, Ogun State
Mountain Top University	2015	Mowe, Ogun State	
Hallmark University	2015	Ijebu-Itele, Ogun State	
Christopher University	2015	Mowe, Ogun State	

Source: Field Survey at the NUC, June-August, 2017

3.5.3 The Growth of Private University in South-East Geo-Political Zone of Nigeria, 2001-2015

3.5.3.1 Caritas University, Amorji-Nike, Enugu

Caritas University, Amorji-Nike was founded on 16th December, 2004 as a faith-based private University. It was formally declared opened on 21st January, 2005 having passed through the required procedure of establishment as stipulated by the National Universities Commission.

The University started from her temporary campus of Our Saviour Institute of Science, Agriculture and Technology (OSISATECH). In harmony with the Catholic philosophy of education, the motto of Caritas University is: “Love for Education and Morals”. The University therefore, seeks to groom students that would graduate right from the University into a fruitful professional and fulfilled life of work, and also into a better reward thereafter.

While justifying the establishment of the Caritas University, Ekumvisong says that for many years, the University has built a reputation of excellence in academics and moral standards among the staff and students.³²⁶ This has always been one of the reasons for the existence of the University. He went further to state that Caritas University does not tolerate any of the unwholesome attitudinal behaviour that are prominent among some staff and students of other institutions of higher learning. Therefore, such attitudinal challenges such as immoral conducts, examination malpractices, secret cultism, hidden or extraneous charges on students, selling of hand-outs, demonstrations by students, or strikes by staff are rarely heard of. Ekumvisong further said that the University’s academic calendar runs through, each year, without any interruption, and the committed students always have the opportunity to graduate exactly at the expiration of the normal duration of study, without overstay or spill-over.

3.5.3.2 Renaissance University, Ojiagu-Agbani, Enugu

Renaissance University (RNU) is one of eight private higher institutions issued provisional license of operation as a private university in 2005 by National Universities Commission (NUC).³²⁷ The establishment of Renaissance University is justified upon a number of reasons. First of these is the intention to set up an ideal university, then to answer a national call to national duty as described in section 19A of Decree No. 9 of 1993³²⁸ as well as to ensure

³²⁶ Interactive session with Sir Patrick Ekumvisong, Assistant Principal Registrar, Caritas University, Amorji-Nike, Enugu. 08/08/2017

³²⁷ Telephone interactive session with Prof. Nkem Chinedu Awujo, Vice-chancellor, Renaissance University, Ojiagu-Agbani, Enugu. 10/9/17

³²⁸ This vividly describes the Educational National Minimum Standard and Establishment of Institutions. The Amendment Decree 1993 however, stipulates that for more than 10 years, the system of administration in Nigerian universities have been bedeviled with a lot of crises with its attendant implications of declined standards of performance. This became manifested and characterized by incessant labour unrest, gross under funding, inadequate human and material resources. The culminating effects become pronounced in low level teaching and practical exercises; less research activities and output; and feeble community services. It is thus the desire of private universities to operate the university system that devoid of these encumbrances, in the way it is supposed to operate; such that every stakeholder will experience optimum benefits. For the private university, these are the hallmark of an ideal university.

quality service delivery at all times. According to Awujo, Renaissance University is a non-faith-based institution. He stated that the main objective or justification for the establishment of the University is to ensure that qualitative University education is within the reach of the Nigerian youth at affordable price.³²⁹

3.5.3.3 Tansian University, Oba

Tansian University was borne out of the passion to improve the youths and endowed them for the tasks of a changing world. In order to realise this vision, the founder, Very Rev. Msgr. Prof. John Bosco Akam began the process of education from kindergarten, primary to secondary schools and institutions for the indigent and physically challenged persons. This venture explains why Prof. Akam is popularly known as Father of Enlightenment and Legend of Education. Prof. Akam founded Tansian University, named after a rare African, who was the first Nigeria to be beatified, Blessed Cyprian Michael Iwene Tansi.

The University was issued provisional license of operation by the Federal Government through the NUC on 17th May, 2007. According to Chinedu, the University is set out to actualise its vision of being a vibrant institution through her beliefs of inculcating sound, quality education, alongside moral standard.³³⁰ The University offers relevant academic programmes aimed at producing high manpower that will be both locally acceptable as well as globally relevant.

The essence of establishing Tansian University is clearly stated in her motto, vision and mission statements, *Scientia Potestas et Virtus* (Knowledge is power and virtue). The mission aims at fostering the individual student's cultural, intellectual, personal, and ethical development so as to build knowledge and restore the pride of the black race as a way of human development. The University is committed to raising new generation of leaders through science, technology and human capacity building.

3.5.3.4 Paul University, Awka

Paul University was however issued license of operation in 2009 as a full fledged University. Onwurah explained that Saint Paul's College, Awka was formerly situated where Paul

³²⁹ Interview with Prof. Nkem Chinedu Awujo, Vice-chancellor, Renaissance University, Ojiagu-Agbani, Enugu. 10/9/17

³³⁰ Interview with Chinedu John, a staff at the Registry, Tansian University, Oba. 15/09/2017

University took off. The Church Missionary Society (CMS) of the Church of England (Anglican) founded the College in 1904 as a college where the CMS trains Church workers and teachers.³³¹

Onwurah explained that the CMS was an evangelical arm of the Church of England. The Society brought the Gospel of Jesus Christ to Nigeria and established both the Yoruba and the Niger Missions, in the mid-19th Century. Thus, the Niger Mission, based at Onitsha, became the Diocese on the Niger from where all the dioceses of East of the Niger came up. All these dioceses are in communion with the Church of England hence the appellation “Anglican Communion”. It is these dioceses, that is, East of the Niger and South of Kogi, Benue and Taraba States that teamed to found the Paul University, Awka.³³²

3.5.3.5 Rhema University, Obeama-Asa

The history of the Rhema University, Obeama-Asa, Rivers State can be traced back to 1987 when the President of the Living Word Ministries – Bro Emma Okorie, concerned by the falling standard of education in terms of academic content and Christian values prompted the founding of nursery, primary and secondary schools³³³ as part of the evangelistic outreach of the Living Word Ministries founded by Bro. Emma Okorie. Consequently, Nursery, Primary and three Secondary schools were established in some states in Lome, Nigeria and Togo. He was concerned with the declining rate in the quality of education as this reflects in both Christian values and academic contents.

Given the outstanding performance of the product from the Living Word Primary and Secondary Schools and the increase in the demand for admission into the schools by parents, it became glaring that Living Word Ministries would thrive if she ventures into providing university education.³³⁴ Therefore, having met the requirement for the establishment of private university, provisional license of operation was issued to Rhema University, Obeama-Asa, Rivers State in 2009.

³³¹ Interview with Sir, Onwurah, Bosa, A. C., Registrar, Paul University, Awka. Enugu State. 9/08/2017

³³² Interactive Session with Rev. Ndubueze, Peter, Ag. Dean, Student Affairs, Paul University, Awka. 9/08/2017

³³³ Interactive Session with Akpan, E. Sampson, Registrar, Rhema University, Obeama-Asa, Rivers State. 20/09/17

³³⁴ Interview with Uchegbu, Benson, Principal Assistant Registrar, Rhema University, Obeama-Asa, Rivers State. 20/09/19

3.5.3.6 Godfrey Okoye University, Ugwuomu-Nike

The dream of Bishop of Enugu (Emeritus), Most Rev. Dr. A. O. Gbuji, to found a Catholic University came to reality with the establishment of Godfrey Okoye University. He wanted a university with the name *Cor Unum*, a university that would flag the image of unity of all educational activities of the diocese.³³⁵

The Rev. Fr. Professor Christian Anieke, Provost of the Institute of Ecumenical Education in a meeting on 9th November, 2006 announced that he had applied for a university that would belong to the Catholic Diocese of Enugu including the financial implications which he promised to shoulder. There and then, the Planning and Implementation Committee was set up for the task ahead. Having met the stipulated requirement, the provisional license of operation was issued to the University on 27th October, 2009 and was formally presented on 3rd November, 2009. The University resumed for academic activities with 215 pioneer students into 9 academic departments of 17 degree programmes.

The University runs on four Faculties; Education, Arts, Natural and Applied, Management and Social Sciences. As a Catholic University, she is involved in Apostolic Mission of Education. Nwachukwu attested that Catholic Church established Caritas as well as Godfrey Okoye University through Father Edeh. The University host-community is referred to as *Thinkers' Corner* which Nwachukwu gave a brief history of. According to her, "this area is known as Government Reserved Area (G.R.A), a secluded area/corner where people come for a quiet moments of reflection in the past. She explained that many years ago, the father of the former governor of the state acquired a wide expanse of land in the area, that the man used to visit the area for moment of reflection"³³⁶ which people usually referred to as the corner for thinking. Hence, the place was named *Thinkers' Corner* in memory of him.

The justification for the establishment of the university is well articulated in the vision and mission statement. Nwachukwu stated that the University is owned by the Catholic Mission which involved in educating of the youths and has been in the tradition of education venture for many of years. To educate the youth is to safeguard the future of the country.³³⁷

³³⁵ Interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

³³⁶ Interactive Session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

³³⁷ Interview with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

She explained further that another reason for the establishment of the University was to pursue inter-cultural and interrelation dialogue. Thus, both the Christian and Muslim qualified candidates are offered admission into the University. Nwachukwu added that as much as possible, the University administration puts its best not to admit students that would destroy the vision, mission and the image of this university.

According to Ifunanya, the University is not religious-biased on employment and admission.³³⁸ The system employs anyone irrespective of religion, background and what have you as long as the person is academically suitable for the position. It is only the Vice-Chancellor that is a Catholic that is, a Reverend Father but the Registrar and most members of the staff are non-Catholic faithful. Also, admission opportunity is extended to everybody in as much as such a prospective candidate meets up with the basic requirement.

3.5.3.7 Gregory University, Uturu

Gregory University, Uturu (GUU) was issued license of operation in February 2012 by the National Universities Commission as a faith-based Private University. The University took off in October, 2012 with 28 pioneer students.³³⁹ In the words of Nwokorie, the University was established to be a star in the international academic arena. The University is aimed at being a citadel of knowledge generation, expansion and application to move forward both national and global economies.³⁴⁰

3.5.3.8 Evangel University, Akaeze

Like every other private universities in Nigeria, Evangel University was issued provisional license of operation by the National Universities Commission on 28th February, 2012 as a faith-based University. The proprietor of Evangel University is the Assemblies of God, Nigeria. The tenets of the University is largely rooted in the belief of word of God through the provision of complete education for the liberation of the total man; for total service to God, humanity, individual as well as the society at large. The University begins her academic

³³⁸ Interactive session with Miss Ifunanya, Staff, Godfrey Okoye University Library. 9/08/2017

³³⁹ Telephone interview with Nwokorie Ndubuisi, V. Assistant Registrar, Gregory University, Uturu, Abia State. 19/03/19

³⁴⁰ A statement made by the Vice-Chancellor, Gregory University, Uturu, Abia State

activities for the 2012/2013 session in November, 2012 with two Colleges namely: College of Science and College of Business Studies and a School of General Studies.

3.5.3.9 Hezekiah University, Umudi

Hezekiah University was established as a faith-based private university in May 2015 by the Living Christ Mission Inc. The University was issued license of operation by the Federal Government through the NUC. It came into being due to recognition of the challenges of limited access to university education beclouding the sector. The failure of the Nigerian State to admit applicants into public universities in Nigeria made the proprietor to pick the challenge of venturing into the university education enterprise. The University sees it as a way of assisting its congregation, its immediate community and the country at large.

This study finds that the justification for the establishment of Hezekiah University was well grounded in her goal, vision and mission statements. Thus, in line with the mission, vision, aims and objectives of the Living Christ Mission Inc. and her wish to contribute to national development, especially in the area of providing university education for Nigerian teeming youths in quest of quality university education that the idea of the Hezekiah University was borne and has continued to be nurtured.

3.5.4 The Growth of Private University in South-South Geo-Political Zones of Nigeria, 2001-2015

3.5.4.1 Benson Idahosa University, Benin-City

Benson Idahosa University, Benin City was founded as result of divine mandate³⁴¹ giving by God to the founder to found a University. The founder, Archbishop Benson A. Idahosa, said that God gave him a mandate in 1978 that he must build a University. The University was meant to groom the younger generation academically and spiritually that would lead with the fear of God and contribute meaning to the development of this nation.³⁴² Consequent upon this, he set up the Word of Faith Group of Schools.

³⁴¹ Interactive Session with Dr. Mark Osama Ighile. The Ag. Director Of Academic Planning Unit, Benson Idahosa University, Benin-City. 18/10/2017

³⁴² Archbishop Benson Idahosa was the Founder Of Benson Idahosa University, Benin-City

In furtherance of the divine mandate, an application was sent to the National Universities Commission in 1992 through the Secretary of the Pioneering Committee, Deacon Michael Okagbare. The foundation laying ceremony of Christian Faith University Institute of Continuous Learning was done on September 12, 1992. The Institute was established to award Diploma Certificates. Nevertheless, in 1997, the Institute was affiliated to Ambrose Alli University, Ekpoma to award degrees.

The Archbishop however mandated that an application be put up to the NUC since the earlier approval was not approved for a full fledge University. The demise of the Archbishop on March 12, 1998,³⁴³ brought the mantle of leadership and the drive toward the actualisation of the proposed University upon the wife, Rev. Margaret Benson-Idahosa. The University was issued provisional license of operation in February 2002. The University commenced academic activities with the pioneer student enrolment of 400. They were registered into two faculties of Arts, Social Sciences, Education and Basic and Applied Sciences.

According to Ighile, the justification for the establishment of Benson Idahosa University is well rooted in her vision and mission statements. He explained that the University seeks to be role model of professionals, academics and entrepreneurs, that would act as an ambassador for Christ by standing out in their professional fields of endeavours.³⁴⁴ This would be made possible by high performance in interdisciplinary research aimed to address national and international challenges, therefore, eradicating wrong behavioural patterns among students as they become the storehouse of knowledge to be used for benefit of mankind.

3.5.4.2 Novena University, Ogume

Novena University was established in 2005 by Dr. Chuks Ochonogor. The University commenced operation with student enrolment of 35 in 2005. The enrolment continues to be on the increase and by 2015 however, the enrolment has increased to over 3,500. The University was established to meet the aspirations and yearnings of women as well as youths who have not been able to secure admission into university of learning in Nigeria due to limited spaces available in existing public universities in the country.

³⁴³ Interactive Session with Dr. Ighile, Mark Osama. The Ag, Director Of Academic Planning Unit, Benson Idahosa University, Benin-City.

³⁴⁴ Interactive Session with Dr. Ighile, Mark Osama. The Ag, Director Of Academic Planning Unit, Benson Idahosa University, Benin-City

Justification for the establishment of Novena University, Ogume is embedded in her vision and the mission which hope to alleviate the hopelessness of youths who are annually frustrated due to limited available admission slots in the public universities. The establishment of the University is further rooted in the passion of the proprietor who notices the acute need for university education in the country. This is well articulated in the vision of the University which expounds to develop and promote the advancement of knowledge through the excellence in scholarship for the benefit of the society while her mission continue to promote academic discipline and resourcefulness in the production of globally competitive graduates. Novena has the following faculties; College of Natural and Applied Sciences (CNAS), College of Food Science and Technology (CFAST), and College of management and Social Sciences (CMSS).

3.5.4.3 Obong University, Obong Ntak

Obong University was established in 1997 as African College Management which later metamorphosed into University of Africa same year. The University is situated in Obong Ntak, Akwa Ibom State, Nigeria. The University is in partnership with the Churches of Christ, sponsor by the Rivergate Church of Christ in Madison, Tennessee. The school had always been under the direction of Dr. Moses Akpanudo. Thus, with the efforts made by Dr. Akpanudo and some of his associates within and outside the country, Obong University, Obong Ntak, Akwa Ibom came into being on May 2, 2007. The University offers programmes in certificates, diplomas, associates or foundation degrees and bachelor degrees from two approved faculties; Faculty of Natural and Applied Sciences and Faculty of Management and Social Sciences,

The justification guiding their conduct and the administration of the University; which enables her to create an environment that promotes the academic and moral development of globally competitive graduates through the provision of cutting edge technology to improve self-reliance for the overall benefit of the society.

3.5.4.4 Western Delta University, Oghara

Western Delta University is a non-faith-based private University. She was issued provisional license of operation by the National Universities Commission in 2007. The University was

founded by Urhobo Advancement Foundation (UAF) ably led by Chief James Ibori. These are captains of industries, professionals and intellectuals. The group picked the challenge of setting up a private university in the riverine area of the Delta State that would provide quality education.³⁴⁵ Their interest and commitment to education made them to use their career experience and expertise through the platform of education to foster natural growth and development in the country.

However, granting of license operation to the University was in line with the vision of the NUC. The Commission grants license of operation to individuals, groups, or corporate bodies, or communities. The University kicked off her academic activities in March, 2008 with pioneer students of 52 and 17 degree programmes and courses summed up into two Colleges of Social and Management Sciences and Natural and Applied Sciences. Her admission policy cuts across the board irrespective of religion, language, cultural background, race or colour etc.

Justification for the establishment of the University was for both the students and members of staff to make use of God's given potentials to the fullest, advancement of knowledge as well as making positive contributions to immediate community and the global community. And, this can be fully achieved through proper and sound academic training. According to Oghoator, "having received the require training, our products are to contribute meaningfully to the development of the society. Instead of showing the employers what one can do, one would be able to show them, what one has done."³⁴⁶

3.5.4.5 Wellspring University, Evbuobanosa, Benin-City

Wellspring University was established by the Management Science Centre (MSC), a professional Training and Educational Consulting firm founded in 1983.³⁴⁷ The Centre has a pedigree of tutoring degree students of the then Correspondence and Open Studies Institute affiliated to the University of Lagos. Among the programmes provided are Bachelor's degrees in Accounting, Business Administration and Education and Master of Business Administration (MBA). From 1995 to 2003, the centre operated joint venture programmes

³⁴⁵ Interview with Mr. G. O. Egbri. Registrar, Western Delta University, Oghara. 13-09-2017

³⁴⁶ Interactive session with Dr. Henry Oghoator. Dean of Students. Western Delta University, Oghara. 13-09-2017

³⁴⁷ Interactive Session, Barr. Edith Efam, Registrar, Wellspring University, Benin-City. 13-09-2017

with Ambrose Alli University, University of Ibadan and Auchi Polytechnic. The programme cover from Diploma, degree and postgraduate programmes,.

Besides, the Centre provides secondary education. MSC is proprietor of Wisdom Gate High School, Wellspring College; Lagos, and the Cornerstone College of Education. Having established a solid and credible history in running both the undergraduate and post-graduate programmes through collaboration with notable higher institutions in Nigeria, the Centre applied to the National Universities Commission for a license to operate a private University. Hence, in November 2009, Wellspring University was issued a provisional license of operation to set up a private university in Nigeria.

3.5.4.6 Samuel Adegboyega University, Ogwa

Samuel Adegboyega University (SAU) is a faith-based private University established by the Apostolic Church (TAC) Nigeria, Lagos, Western and Northern Areas (LAWNA) Territory. The University was named after Pastor Samuel Adegboyega (MON) in recognition of the prominent roles he played in the development of the Christian Body. He was one of the eminent founder of The Apostolic Church Nigeria; the first LAWNA Territorial Chairman and first field superintendent of TAC, West African Region. Having fulfilled the necessary requirement, the University was issued provisional license of operation by the National Universities Commission on 7th March, 2011. By September, 2015, the University graduated her first set of pioneer students consisting 58 graduates.

3.5.4.7 Michael and Cecilia Ibru University, Agbarha-Otor

Passion for education made Olorogun Michael Ibru to establish Ibru College, the first secondary school in his country home, Agbara-Otor. He and his wife, Dr. Cecilia Ibru, have presented numerous university scholarships to students from every part of Nigeria especially indigent but academically inclined students. They have equally donated furniture and computers to primary schools in Kebbi, and some institutions in the Eastern States of the country.

Michael and Cecilia Ibru University came on board since they have successfully experimented it at the pre-primary, primary and post-primary education levels. Hence in 2015, provisional license of operation was issued to the university to run her programmes. According

to Ibru, qualitative education is one of the basic qualities that demarcate the rich societies from poor societies. This is because it is obvious that where there is sound education, poverty is gradually reduced and the quality of life is generally comparatively better than areas with poor educational systems.³⁴⁸

3.5.4.8 Edwin Clark University, Kiagbodo

Edwin Clark University (ECU), was established by Chief Edwin K. Clark as a non-faith-based private University in May, 2015. The founder for many years was fully aware of the significant roles of education. The recognition of education as a solid foundation for a stable and strong societal development made the founder to advocate for the founding of educational institutions that will focus on identifying important aspects of national development. This was a pointer to the interest the proprietor had by advocating for better standards and improved quality of education in the defunct Midwest State when he was made the Commissioner for Education in January, 1968.

According to Agboge, Edwin Clark University is non-faith-based private University with a clear mission and vision of offering academically rigorous education where learning and values meet to promote in students the qualities of creativity as well as preparing them to attain full potential as literate citizens of their immediate communities, Nigeria as a society as well as the world at large.³⁴⁹

The mission of the university includes fostering and preserving knowledge that addresses the developmental challenge of Niger Delta region of the country in particular and the global community while the vision states that the university aims at being a centre of academic excellence students would be produced with required practical skills, knowledge and values that would assist in addressing and solving the complex challenge of the Niger Delta and the nation in a sustainable and responsible manner.

3.5.4.9 Ritman University, Ikot Ekpene

Ritman Investment Services Limited is the proprietor of Ritman University. It was established to compliment the efforts of government in providing qualitative education being the vision

³⁴⁸ A Statement Made By Dr. Mrs. Cecilia Ibru, Proprietress, Michael & Cecilia Ibru University, Agbarha-Otor

³⁴⁹ Statement made by Chief Mrs. Rosalyn Agborge, Registrar, Edwin Clark University, Kiagbodo

of the proprietor³⁵⁰ to make available the necessary infrastructure for quality education. Since its inception, the school has made tremendous impact in the lives of young Nigerians. As a result of the passion for education, Ritman University Ikot Ekpene, Akwa Ibom State was established as the 5th private universities approved by the Federal Government to begin academic activities on February 25, 2015 as a non-faith-based University on March 5th 2015.

It worth noting that from the foregoing, respondents, who are stakeholders in each of the private universities, when asked about the justification for the establishment of private universities explained that they took upon themselves the challenge of curbing the trend of falling in standards of education in the country. This submission is especially common among respondents from faith-based universities. This became apparent as a result of moral decadence affecting the public universities. In other words, according to them, the government was not really handling Nigerian universities the way it should. Hence, everybody does whatever he feels without rebuke from the constituted authority.

The foregoing reveals the founding of private higher institutions is justifiable because of the following numerous factors. One of the benefits is that most public universities in Nigeria lack adequate resources especially material resources which affect the quality of graduates released to the labour market.³⁵¹ The declining factor in the quality of university graduates in Nigeria is another factor. The decline in public universities' output is often attributed to lack of physical facilities; overcrowding of both the lecture rooms and halls of residence; deteriorating physical facilities; inadequate library facilities, electronics, educational materials and so on. In order to address the issue, private partnering in the provision of university education in Nigeria becomes expedient.

Also, underfunding of the education sector which falls below annual state budget as recommended by the UNESCO was common knowledge. This important issue had been one of the major factors that had contributed to gradual fall in the standard of education in Nigeria. For many years, this challenge has been generating a lot of heat between the Academic Staff Union of Universities (ASUU) and the government. Nevertheless, the incursion of private hands in university education is considered an alternative means of providing university education in the country.

³⁵⁰ Statement made by Mr. Tonny Dogun II, The Registrar, Ritman University, Ikot Ekpene, Akwa-Ibom State

³⁵¹ Okoro, N. P. & Okoro, E. O. 2014. Time and Change: Development of Private Universities In Nigeria. *International Journal of Business And Social Science* Vol. 5, No. 9. 6

According to Ashafa, the involvement of private universities in the provision of university education in the country allows for competition between the public and the private universities,³⁵² in terms of instructional delivery and other activities put in place to produce quality graduates for the economy. Competition brings improved quality as much, competition in the educational sector especially in the provision of university education would definitely lead to improved quality of educational inputs and outputs. In corroboration, Ajayi says that competition is the most ideal in any system that aims at giving the best to her people or society...³⁵³ The involvement of private hands in the university education sector equally enhances efficiency. Virtually in all cases, students graduate at record time. The labour market *also* absorbs them into the system where they contribute their own quota to the national and economic development.³⁵⁴ With large number of investors in the university education landscape, there has been more rational and efficient allocation of both human and material (consumables and non-consumables) resources in the short term while the long-term effect stabilises the cost of operating the system with an attendant increase in, as well as continual improvement of turned out graduates.

In the same vein, there are various crises in the public university sector, that is almost paralysing the academic calendars for many years. This constitutes a source of worry to the stakeholders in the sector.³⁵⁵ The development brought about the need for the founding of private universities, which they are optimistic are less prone to disruption in their academic calendars. Though strike actions are rarely heard of in the private universities, some private universities are not devoid of industrial actions, especially those that could not meet up with the financial requirement of their universities. A good example is Wesley University, Ondo. The Management of the University has not been finding it easy in terms of meeting the needs of her members of staff. This has been closely followed by nonpayment of salary and other incentives as well as inability to make provision for basic needs for smooth academic running.

³⁵² Mallam Ashafa, Deputy Director, Academic Planning. National Universities Commission, Abuja. 24-08-2017

³⁵³ Ajayi, S. A. 2014. *The History Of Bowen University: An Account Of The Conception, Birth and Early Years of Africa's Premier University*. Ibadan: Bookwright Publishers.

³⁵⁴ Interview with Sister Dr. Silvia Nwachukwu. Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

³⁵⁵ Okoro, N. P. & Okoro, E. O. 2014. Time and Change: Development Of Private Universities In Nigeria. *International Journal of Business And Social Science* Vol. 5, No. 9. 12

Our survey reveals that the members of staff were owed to the tune of over 24 months' salary arrears.³⁵⁶

Nevertheless, one can succinctly say that educational system in Nigeria needs private hands more importantly at the university level. The dynamic nature of education is of significance as well as being required for the realisation of national goals.

3.5.5 Growth Indexes of Private Universities in Southern Nigeria, 2001-2015

The statistical distribution of private universities established across the southern pole of Nigeria between 2001 and 2015 is presented in table 3.8 below.

Table 3.9: Growth Indexes of Private Universities in Southern Nigeria; 2001-2015

Year	No Established	Total No of Private University
1999	3	3
2001	1	4
2002	3	7
2005	9	16
2006	1	17
2007	6	23
2009	6	29
2011	2	31
2012	6	37
2015	10	47

³⁵⁶Some of the members of staff interviewed decline mentioning their names. they preferred to be referred to as unanimous.

Source: Field Survey, 2017

Figure 3.5: Graphical Growth Indices of Private Universities in Southern Nigeria; 2001-2015

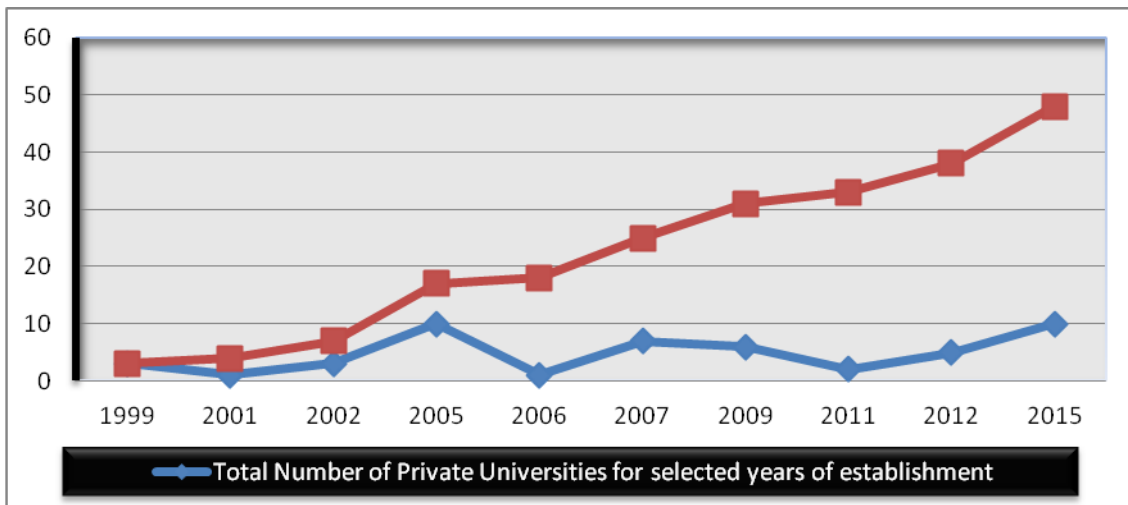


Table 3.8 and the graphical growth index of private universities presented above describe the progressive increase in the number of private universities in the southern region of the country. It is of importance to mention that factors such as enabling environment (wide land-mass), acceptability on the part of the society, and entre-port for western-type of education, among others, contributed immensely to the growth of the sector.

3.5.6 The Growth and Development of Private Universities in Northern Nigeria, 2003-2015

Unlike in Southern part of Nigeria, the emergence of private institutions in the provision of university education did not come up in northern part of the country until 2003. This study reveals that a lot of factors were responsible for this development if a considerable comparison is made between the south and the northern part of this country. Some possible rational for this is the fact that missions took over the duty of formulating educational policy and executing

it in the south for more than forty years³⁵⁷ before the government stepped in, even when the government came in, the statuesque remains for many years before the control could be taken away from the missions.

In the north above the confluence of the Niger and the Benue, as Fajana argues the government and the missions arrived almost simultaneously, and that as soon as the government established herself, it took control of the policy. However, apart from the relative lateness, the peculiar circumstances of the pacification of the northern Nigeria and the strength of Islam influenced the government to adopt a policy (indirect rule) markedly different from the policy in southern Nigeria which aims at administrative convenience of the area ruled by the British authority. The Muslim leaders however believed that “if they by any means accepted the western education, they would be compelled to pay taxes to the foreign infidels. Also, they would be prevented from revolting against the wretched red men³⁵⁸ who were hindering the true believers from raiding the ‘pagans’ around.³⁵⁹ Hence, the foreign Christian missions to the north met with stiff opposition from the Muslim leaders thus, could not make significant educational impact due to the fact that ... any influence whether in motive high or merely selfish, which tended to break up national life of the people must be regarded as inimical and must be restricted³⁶⁰ while the educational policy which thereafter, evolved deliberately took these factors into consideration among others.³⁶¹

Nonetheless, 2003 symbolises the year northern Nigeria witnessed the inception of private university. This research reveals that the growth and development of the private universities in northern Nigeria within 2003 and 2015 has undergone several changing scenes which are well rooted in their historical background. Thus, tracing their history right from inception to the present time (at the termination of our period of study) reveals that there was improvement on phases which has added to the value of educational system, particularly at

³⁵⁷ Fajana, A. 1969. A. 1969. *The Evolution of Educational Policy in Nigeria, 1842-1939*. Unpublished Ph.D Thesis. University of Ibadan. 208p

³⁵⁸ Fajana, A. 1969. A. 1969. *The Evolution of Educational Policy in Nigeria, 1842-1939*. Unpublished Ph.D Thesis. University of Ibadan. 208p

³⁵⁹ U. T. L. Parl Papers. 1904, LvII Report on the Northern Nigeria for 1902. Cited in Fajana, A. 1969. A. 1969. *The Evolution of Educational Policy in Nigeria, 1842-1939*. Unpublished Ph.D Thesis. University of Ibadan. 69p

³⁶⁰ Fajana, A. 1969. *The Evolution of Educational Policy in Nigeria, 1842-1939*. Unpublished Ph.D Thesis. University of Ibadan. 210-211pp

³⁶¹ I. U. L. Henry Carr. Manuscript note books. Vol. 3. E. D. Norell to His Grace Archbishop of Canterbury 19/10/1911 cited in Fajana, A. 1969. *The Evolution of Educational Policy in Nigeria, 1842-1939*. Unpublished Ph.D Thesis. University of Ibadan. 69 p

university level. On this note, this section examines the brief history of private universities in northern Nigeria within our period of study.

3.5.6.1 AL-Qalam University, Katsina

The concept of introducing an Islamic University in Nigeria came up after the inauguration of the Islamic University in Niger Republic founded by the Organisation of Islamic Conference (OIC) in 1987.³⁶² This establishment gave an audible force to the Nigerian Muslims in order to salivate for a University that would be a replica to such in their country.

However, Al-Qalam University, Katsina (formally Katsina University, Katsina) was established in January 2005 having fulfilled the statutory requirement. Thus, provisional license to operate was issued to her by the National Universities Commission. The University kicked--off her academic activities in October, 2005. According to Adamu, one of the major unique features that distinguish the University from other public institutions was their moral rectitude, as embedded in the Quranic injunctions and academic regulations. All these are done to develop educated, upright and Allah fearing community within the tenets of Islamic religion and at the same time, the pride of any society. The University however, specialises in Humanities and Sciences.

3.5.6.2 American University of Nigeria, Yola

This University was established in Yola, Adamawa State in 2003 by former Vice President, Atiku Abubakar, in conjunction with other local and international statesmen and academic leaders.³⁶³ According to Okeke, the University happens to be the only one that follows American style, which was established around the sub-Saharan Africa. The Board of Trustee comprises of Dr. John Campbell, former American Ambassador to Nigeria; Archbishop Emeritus Desmond Tutu of South Africa; Dr. Louis Goodman, Emeritus Dean of the School of International Service at American University in Washington, DC; Mr. Gabriele Volpi; Dr. Bamanga Tukur, president of the African Business Roundtable; Alhaji Tajudeen Dantata; Prof. William Bertrand, co-founder of the Payson Center for International Development at Tulane University; H.E. Prof. Gilbert Bukenya; Vice Admiral D. J. Ezeoba; Dr. Anna Mokgokong; Bishop Matthew Kukah; Chief (Dr.) Mike Adenuga; Alhaji Adamu Abubakar;

³⁶² Telephone interview with Alhaji Sani Abashe Adamu, Registrar, Al-Qalam University, Katsina. 20-12-2018

³⁶³ Telephone interactive session with Daniel Okeke, Executive Director, Communication and Publication, American University, Yola. 29-05-2019

Mr. Jon Freeman; Mr. Ike Chioke; Dr. Peter Lewis; Mr. Akin Kekere-Ekun, the Chairman of the Board; and Dr. Dawn Dekle, President, American University of Nigeria.

Her vision is to be a great centre for learning and rigorous research in Nigeria, and Africa. It also aims at becoming a template for development in the entire world. Her mission is to provide sound education to Africans who will be fully equipped for leadership skills in solving societal problems. The institution is equally established as an agent of change in the development of the region. At inception, the academic activities began with 124 students. Currently, the University has 1,400 students and 87 both academic and non-academic staff. Its programmes include, Information Technologies and Computing, Business and Entrepreneurial, Law Arts and Social Sciences.

In addition, the University partners with organisations and universities within and outside the country for exchange programmes designed for students in partial fulfillment of the requirement for the award of degree in various programmes. Their partners include; American University, Washington, D. C.; Tulane University, New Orleans; John Cabot University, Italy among others.

3.5.6.3 University of Kwararafa, Wukari

This University was first licensed and named Wukari Jubilee by the National Universities Commission in 2005. Kwararafa University is located in an old city that was for a period of time, the headquarters of the historical well known Kwararafa Confederacy. Academic activities in the university kicked-off in March, 2006 with 61 students. The university is the first as well as the only community-owned university in Nigeria. It is also, the second private University in the North East geopolitical zone of Nigeria. Her name was formally changed from Wukari Jubilee to Kwararafa in February 2012. This was done to reflect the historical and cultural roots of the confederacy. The University has been enjoying warm relationship with her host-community as well as attracting students from the neighbouring states especially Taraba and some other states in the country.

3.5.6.4 Al-Hikmah University, Ilorin

The University was founded in 2005 by the Abdur-Raheem Oladimeji Islamic Foundation (AROIF), Nigeria. This University came into being following the granting of license to operate as a public-private University by the Federal Government of Nigeria License No. 010 on 7th January, 2005. The University kicked off her academic activities during the 2005/2006 academic session with pioneering students that were 70 in number. These students spread across the three (3) Colleges: Management Sciences, Humanities and Natural Sciences. According to Adeyemi, Al-Hikmah University stands out among Nigerian universities as a private-public university with a clearly articulated mission of promoting both moral and academic excellence³⁶⁴ for the benefit of Nigeria as a nation in particular as well as for the purpose of furthering the course of humanity in general.

3.5.6.5 Bingham University, Karu

This University was established by the Evangelical Church Winning All (ECWA). Bingham University was granted provisional license of operation by the National Universities Commission on the 5th of January, 2005.³⁶⁵ The institution was named in honour of the three pioneered Sudan Interior Missionaries, Roland Victor Bingham. His vision along with those of other founding fathers was to produce dedicated as well as committed Christians in Nigeria institutions that would help to groom personnel that would be God fearing and Christ-like leaders. These founding fathers aimed at meeting the needs for both quality secular university education as well as education that would promote and incorporates moral rectitude and spiritual values in the face of degenerating social and moral decadence in Nigerian universities.

Academic programmes in the University however, began in May 2006 at the Jos ECWA Theological Seminary temporary site and moved to her present permanent site, Karu in Nassarawa State two years after, that is, March 2008. Indeed, the feat of moving to the permanent site at such a brief moment of the University's commencement could be regarded as unique in the history of Nigerian Universities where many first and second generation government funded universities in the country have not fully moved to their permanent sites after decades of their existence as a result of its huge financial implications.

³⁶⁴ Interactive session with Adeyemi, A. A. Senior Assistant Registrar, Al-Hikmah University, Ilorin. 13/03/18

³⁶⁵ Telephone interview with Mrs. Josephine Olowu. Lecturer, Department of Sociology. Bingham University. 8/4/19

The University started with four Faculties. They are; Faculty of Humanities, Social and Management Sciences (with programmes in Accounting, Business Administration, Economics, English Language, Mass Communication, Political Science and Sociology), Faculty of Science and Technology (with programmes in Biochemistry, Computer Science and later Microbiology and Industrial Chemistry) and, the College of Health Sciences (with programmes in Bachelor of Medicine, Bachelor of Surgery–MBBS, and later Human Anatomy and Physiology). Some of the programmes such as Computer Science, English Language, Business Administration, Accounting and Biochemistry, have full accreditation, while others have interim accreditation.

3.5.6.6 University of Mkar, Gboko

University of Mkar is a faith-based private Christian institution founded by the Universal Reformed Church of Christ (URCC) to make a mark in the educational landscape of the nation. The University was founded in June, 2005, as a model university which is technologically driven, with strong passion for academic excellence, emphasising character development and putting God at the heart of all learning. The Universal Reformed Christian Church (URCC) is the sole proprietor of University of Mkar, Mkar a Christian University situated in Benue State. The URCC evolved from the Dutch reformed Christian Mission and the Sudan United Mission. Her core mandate was primarily to evangelise the Tiv land and other parts of Nigeria. However with time, education, health care delivery and agricultural development initiatives were incorporated as vital components of their evangelical mission.

Mkar town from where the University derives its name has played host to many schools established by the Universal Reformed Christian Church including the first Teachers Training College in North Central Nigeria, later the Institute of Christian and Management Studies. Because of the desire to evangelise Nigeria and the entire world, with the instrumentality of university education using the campus as a mission field, informed the desire to establish the University of Mkar and by June 2005 the National Universities Commission (NUC) issued the URCC a license for the Institution. The University has 3 Colleges namely, Applied Sciences, College of Natural and Food Science and Technology.

3.5.6.7 Salem University, Lokoja

The University was founded by Archbishop Sam Amaga. Salem University could be regarded as a ‘dream comes true’ of the vision of Archbishop. He was the President of Salem International Christian Center, the global international base of Foundation Faith Church Worldwide. Sources have it that, God commanded Archbishop Sam Amaga in 1988 to prepare and groom a generation of people with strong faith, knowledge, wisdom that could do exploits in life. This vision led to the founding of Salem International Christian Centre. The Foundation thus, began with Faith Education Centre catering for Nursery and Primary education while the Faith International College provides Post-Primary education respectively. These schools were established in Port-Harcourt in January, 1990.

With the successful founding and running of educational institutions both at nursery, primary and post-primary levels, the Foundation thus, considered it necessary in line with the visionary pursuit of her President to raising men and making them mighty in their different endeavours by setting up³⁶⁶ Salem University to train graduates that would serve the country with fear of God, morally sound and of worthy character. These aspirations and goals are captured in the vision and mission of the University.

3.5.6.8 Landmark University, Omu-Aran

Landmark University is a private University founded by the Living Faith Church Worldwide. It was granted provisional license of operation on 7th March, 2011, by the National Universities Commission (NUC) to run undergraduate programmes in the Colleges of Sciences and Engineering; Agricultural Sciences; Social Sciences and Business. The University was set up to make significant contributions to knowledge, while adding comfort to humanity by “Breaking New Grounds” in teaching, research and community service through the strategy of promoting collaboration between related disciplines as a public institution. The University is dedicated to raising and grooming leaders that would be equipped and trained in relevant knowledge, skills and in characters that would lead the world in meeting the needs of humanity, that is, FOOD.

Many efforts have been attempted by successive governments to come up with lasting solutions to the issue of Food Revolution in the country. This ranges from Green Revolution

³⁶⁶ Telephone interview with Prof. Abraham Onugba. Vice chancellor, Salem University, Lokoja. 16/08/17

to Operation Feed the Nation, all to no avail. Hence, the Management of Landmark University noted that it becomes normal for people to continuously be hungry even in the *midst of plenty*. This situation motivated Dr. David O. Oyedepo, the Founder and President of Living Faith Church Worldwide, to establish Landmark University as a channel for Agrarian Revolution. More importantly, the university is committed to raising a new generation of solution providers through divine inspiration that would be dedicated to solving local problems as well as commanding global influence.

Her overall goals are to making Nigeria as a nation competitively and profitably engaging her human and agricultural resource potentials for the development of the country. Nigeria is endowed with immense natural resources, ranging from a wide expanse of land to different degree of solid mineral deposits. Thus far, the university has graduated over 5,000 graduates since her emergence which the University is optimistic are contributing their quota to the development of Nigerian society in particular and the world at large.³⁶⁷

3.5.6.9 Summit University, Offa

Summit University, Offa, is established by the Ansar-Ud-Deen Society of Nigeria (ADSN). The University is a product of several years of painstaking planning and harnessing of human and material resources. In fact, the Society remains one of the foremost religious organisations with outstanding record as an education provider at primary, secondary and tertiary education irrespective of their religious, ethnic, geographical and political affiliations. Kadiri noted that Islam have contributed immensely to Science and technological advancement of the world. He added that Muslims Arabs led the world in the Mathematics, Astronomy, Medicine and Architecture at a period the Europeans called Dark Ages.³⁶⁸

The vision to set up a faith-based university with world-class standard of teaching, research and community service began on 27th February, 2002, when the National Education Board of the Society in Nigeria set up the Higher Education Committee with a view to actualising the dreams and yearnings of her members. Thus, on 3rd April 2004, the National Executive Committee of the Society unanimously resolved to locate the University at Offa,

³⁶⁷ Interactive session with Azubuike Ezenwoke. Deputy Registrar. Landmark University, Omu-Aran. 22-01-19

³⁶⁸ Oral interview with Mustapha Kadiri. Senior Assistant Registrar, Summit University, Offa. 23/01/19

Kwara State. The following year, precisely June 2005, the society put up application requesting for operating license from the National Universities Commission (NUC) Abuja.

The first verification visit by the NUC to the site of the University was carried out between 19th and 21st February, 2009. On 2nd July 2009, the Society submitted her documents to the NUC. The second verification visit to the proposed campus by the NUC was done between 2nd and 4th September, 2010. In October, 2010, a new National Executive Committee under Alhaji Lateef Olufemi Okunnu SAN, CON as National President was elected. Nevertheless, the university was granted provisional license of operation on 25th February, 2015 while the presentation of the license was done by Mallam Ibrahim Shekarau, the Honorable Minister of Education on 5th March, 2015 at the NUC office, Abuja.

3.5.6.10 African University of Science and Technology, Abuja

African University of Science and Technology, Abuja was founded in 2007 as a centre of excellence in Science and Technology focusing on African development as a private, co-educational, Pan-African, research university sited in Galadimawa, Abuja. The University was envisioned by Africans within the continent and in Diaspora.³⁶⁹ It equally earns support from the World Bank Institute (WBI). The initiative for the establishment of the University was led by the Nelson Mandela Institution (NMI Inc). The goal of the institution is the creation of world class research and advanced training institutes in relevance to science and technology thereby serving regional resources as well as being a centre of excellence in sub-Saharan Africa. For instance, these NMI centres are in Nigeria, Tanzania, Burkina-Faso, and South-Africa. These centres draw students from the continent and have links with International Technical Institutions across the globe.

According to Igbinoaba the mission of AUST is to advance knowledge as well as educating learners in science, technology, and other areas of scholarship so as to contribute meaningfully to the African continent in the 21st century. In addition, the University seeks to develop in each member of the AUST community the ability and passion to work wisely, creatively, and to equip in them the effective capacity to solve African challenges and provide

³⁶⁹ Interactive session with Mr. Osoba Igbinoaba. Registrar, African University of Science & Technology, Abuja. 13/09/17

leadership that can lead to economic and social transformation in Africa as a continent with the chief aim of creating enabling environment for the betterment of humankind.³⁷⁰

3.5.6.11 Veritas University, Abuja

Veritas University, Abuja was established by Catholic Bishops' Conference of Nigeria in line with a resolution given at its March 2002 meeting in Abuja. This initiative was as a result of Bishops' demand for a university³⁷¹ where high standard university education, according to their tradition will be provided. The institution emphasises self-reliance and strong moral rectitude and entrepreneurial skills for economic and social benefits of the graduates and the society at large. This development followed Pope John Paul II calls for Catholic Universities to invest in educational development of the people of God as indicated in his Encyclical Letter, *Ex Corde Ecclesiae* No. 30.³⁷² In 2007, the University was given license to operate by the NUC on the permanent site of the school located in Bwari, Area Council of the Federal Capital Territory, Abuja.

The University aims at providing higher education as well as balanced training in a peaceful atmosphere without discrimination against other students in the society as long as they are academically and socially balanced to study in the University. The University further promotes human and cultural development modeled on the person of Christ. The University aims at championing the course of uprightness and truth in all ramifications especially in favour of those marginalised while encouraging peaceful co-existence among people at all levels in the society.

3.5.6.12 Nile University, Abuja

Nile University started in 1998 as the Nigerian Turkish International College (NTIC), F.C.T. Abuja in September, 1998.³⁷³ The school started with 76 students on one rented site at Cairo Street, Wuse, Abuja. The NTIC has spread into a network of schools located in Abuja, Kano, Kaduna, Lagos, Ogun and Yobe States.

³⁷⁰ Oral interview, Mr. Osoba Igbino, Registrar, African University of Science & Technology, Abuja. 13/09/17

³⁷¹ Oral interview with Okonkwo, Peter Ikechukwu, Registrar, Veritas University, Abuja. 12-09-17

³⁷² This was stated by Okonkwo, Peter Ikechukwu, Registrar, Veritas University, Abuja. 12/09/17

³⁷³ Interactive session with Kamil Kemanci, Registrar, Nile University, Abuja. 5/08/17

This growth could be attributed to the quality of Education obtainable in the NTIC Group of Schools. As such, parents and students of the NTIC have mounted pressure on the Management to establish a university that will carry on the practice of the NTIC at the university level. In response to this, the parent company of the NTIC (SURAT Nigeria Ltd) came up with the idea of having a world class university in Abuja.³⁷⁴ On this note, Nile University, Abuja was issued provisional license of operation in 2009. The University is in collaboration with international universities for student exchange programmes. Justification for the establishment of the university is embedded in her vision and mission. The University thus, seeks to create a healthy and conducive learning environment for all classes of students from diverse background. The university also promotes support services to meet the needs of the students. It is worth noting that as against the policy of most private universities in Nigeria, Nile University secure accommodation for students that wish to live off campus.

3.5.6.13 Baze University, Abuja

Base University, Abuja was founded by Senator Datti Baba-Ahmed in 2011. According to Aghedo, Baze University came up as a non-faith-based university to maintain a most suitable academic environment patterned to suit the British standards of education in Nigeria at about half of the cost of sending students to study in Britain. One of the justifications of establishing the University was to synergising world-class human capital and best technology to create and impact knowledge to develop and modernise the Nigerian society.³⁷⁵

The University commenced academic activities in April 2011. It started with 3 faculties and a foundation class. These are, Management and Social Sciences Law, Computing and Information Technology. Presently, the University boasts of 6 faculties. They are; Faculties of Engineering, Basic Medical and Environmental Sciences, Management and Social Sciences Law, Computing and Information Technology. Ahmad noted that the university has the vision to be a unique quality-based Educational institution, determination to making a distinction in Nigeria's history³⁷⁶ through the positive impact of its services and the quality of its graduate output.

³⁷⁴ Interview with Dr. Nuradeen Tanko, Director Academic Planning, Nile University, Abuja. 5/08/17

³⁷⁵ Interview with Dr. Oshioeamhe Aghedo, Dean Student Affairs, Baze University, Abuja. 05/08/2017

³⁷⁶ Interactive session with Dr. Major General Muhammad Inuwa Idris (Rtd) Registrar, Baze University, Abuja. 05/08/2017

Table 3.10: Geo-Political Arrangement of Establishment of Private Universities in Northern Nigeria, up till 2015

4	NORTH- WEST		NAME	YEAR	LOCATION/STATE
		1	AL-Qalam University	2005	Katsina, Katsina State

5			NAME	YEAR	LOCATION/STATE
	NORTH- EAST	1	American University of Nigeria	2003	Yola, Adamawa State.
		2	University of Kwararafa	2005	Wukari, Taraba State

6			NAME	YEAR	LOCATION/STATE
	NORTH- CENTRAL	1	Al-Hikmah University	2005	Ilorin, Kwara State
		2	Bingham University	2005	Karu, Nasarawa State
		3	University of Mkar	2005	Gboko, Benue State
		4	Salem University	2007	Lokoja, Kogi State.
		5	Landmark University	2011	Omu-Aran, Kwara State
		6	Summit University	2015	Offa, Kwara State

			NAME	YEAR	LOCATION/STATE
	FCT	1	African University of Sc. & Tech.	2007	Abuja, FCT.
		2	Veritas University	2007	Abuja, FCT.
		3	Nile University	2009	Abuja, FCT.
		4	Baze University	2011	Abuja, FCT.

Source: Field Survey at the NUC, June- August, 2017

Note*** The statistical distribution of private universities established across the northern pole of Nigeria between 2003 and 2015 is presented in table 3.10.

Table 3.11: Growth Indexes of Private Universities in Northern Nigeria, 2003-2015

Year	No Established	Total No of Private University
2003	1	1
2005	5	6
2007	3	9
2009	1	10
2011	2	12
2015	1	13

Source: Field Survey, 2017

Figure 3.5: Graphical Growth Indexes of Private Universities in Northern Nigeria, 2003-2015

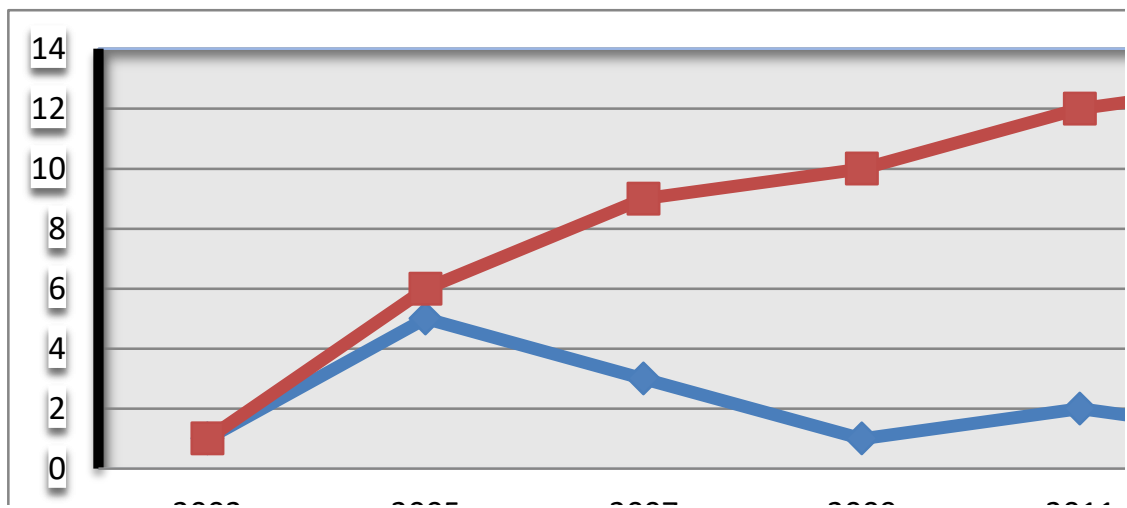


Table 3.10 and the graphical growth index of private universities presented above describe the progressive increment of numerical strength of private universities in the northern region of our country. This could be attributed to the trend of the improvement in the southern part of the country.

3.6 Contributory Factors to the Growth and Development of Private Universities in Nigeria

Factors such as their vision, mission objectives and strategies; students' enrolment profile; major programme of focus; quality assurance; etc, would afford a chronological and concise trend in analysing the growth and development of all private universities in Nigeria within our period of study.

3.6.1 Vision, Mission, Objectives and Strategies

Some of the major contributory factors to the development of private university in Nigeria are the vision, mission and strategies adopted by these universities which serve to guide them into compliance with the stipulated guideline as spelt out by the National Universities Commission. Therefore, to ensure that academic development of private universities in the country as well

as to achieve the essence of their existence, the founders ensure that the justification for the establishment of these universities is well spelt out in their visions and mission statements. These are further broken down into exact objectives as well as execution of strategies to be adopted for these statements are oftentimes related to teaching, learning, research, scholarship professional training, administration as well as management.

Our survey reveals that all the private universities within this study period have mission and vision statements which are well articulated and demonstrated in their clearly stated objectives. They are motivated with a view to be the best in providing University education not only relevant to the local needs but of significant important to the global community. This they constantly do by improving themselves in ceaseless efforts to develop both their members of staff, products (graduates) and the system itself. In order to achieve their objectives, these universities adopt various strategies among which would enable them to;

- cultivate close relationship between them and the host-communities;
- design and deliver the curriculum for each faculty by focusing on imparting problem solving/relevant skills;
- ensure full accreditation of programmes and high ratings by relevant bodies and employer of labours;
- mount lectures, seminars, workshops, symposia, enlightenment, educational programme to improve the society;
- establishment of Parents Forum to discuss issues bothering on their children/wards
- engagement in commercial oriented-service;
- patent and commercialise service-oriented research findings and products (most of them are into commercial farming such as piggery, poultry, palm tree seedling and products, cassava processing, and so on);³⁷⁷
- accept gifts and donations;
- grant honorary degrees, fellowship...³⁷⁸

³⁷⁷ Covenant University, Sango-Ota and Landmark University, Omu-Aran are good examples of Universities that commercialise some of their farm products. At Landmark University, most farm produce including dairy products consume in Covenant University and its environs are being produced at landmark university, Omu-Aran. We equally discovered that most of these private universities use this medium to source for their internally generated revenue (IGR)

³⁷⁸ Field Survey, June-December, 2017.

3.6.2 Finance and Management

Tuition fee is a primary source of income of private universities in the country. This however, means that the income generated to a good extent depends on the numerical strength of students, and the amount charged. On this premise, most of these private universities offer courses that attract more students to their university in a bid to generate more income. Besides, some universities which are faith-based receive financial support from their parent bodies that are mostly religious organisations. They also, get equipment and other facilities that improve their condition of service for better delivery from their parent organisations. The development of such universities, therefore, is depending on the ‘financial muscles’ of the sponsoring church or religious organisations.

This study reveals that most of these universities, especially the non-faith-based ones, depend majorly on students’ fees, the proprietors and the goodwill of the general public. Even those that are faith-based noted that they sourced for funds internally. “Our fund is sourced internally because we don’t have government subvention, we therefore, depend on the church and students’ fees.”³⁷⁹ This is because the Management of these universities could not afford to disappoint the staff, because whatever happens, the lecturers are less concerned, all they want is their salaries, thus, the Management pays as and when due.

In addition, most of them³⁸⁰ have cultivated the idea of generating revenue internally (IGR). Apart from adapting the strategy to generate funds, some of them intensified efforts through diversification of funds into various businesses that would constantly bring profit into the system so as to avoid underfunding of the system. Or, to say what would truncate the flow of academic progress. Among the internally generated fund are students’ fees, running of bakery business, Pure Water Factory business, Fishery and Piggery business, publishing, hospitality business for lodging and accommodation, campus shuttle service (comprising buses and cars), to mention but few. All these are being overseen by the University Venture,

³⁷⁹ Oral Interview with Egwuonwu, O.K. Senior Assistant Registrar, Babcock University, Ilisan Remo, Ogun State. 10/03/13.

³⁸⁰ Interactive Session with Dr. Oshioreamhe Aghedo, Dean Student Affairs, Baze University, Abuja. 05/08/2017, Interactive Session With Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017, Interactive Session with Dr. Nuradeen Tanko, Director Academic Planning, Nile University, Abuja. 5/08/17, Interview with Mrs. Fatogun, A. T. Registrar, Ajayi Crowther University, Oyo, Interview, Barr. Wale Aderibigbe, The Registrar, Joseph Ayo Babalola University, Ikeji-Arakeji, Interview with Ojo, Emmanuel. The Registrar, Southwestern University, Okun-Owa, Nigeria. 21/03/13, Interactive Session With Dr. Mark Osama Ighile. The Ag. Director Of Academic Planning Unit, Benson Idahosa University, Benin-City. 18/10/2017

wherein the proceeds from this venture are used in supporting the university. The case of Adeleke University, Osogbo is slightly different. According to Oyelola, “why we don’t rely on students for our source of income is that one third of them are on scholarship. Some are on full while some are on partial scholarship”.³⁸¹ Consequent upon this, most of the financial responsibilities are borne by the proprietor. Information gathered also reveal that most of these universities were not happy with the government based on the issue of funds. Ojo stated that majority of them depend so much on the financial support of their parent organisations and students’ fees for survival. He succinctly puts that,

It is unfortunate that the federal government doesn’t give subventions to the private universities forgetting that these students which the private universities train are turned back to the larger society. These graduates in one way or the other contribute their quota towards the societal transformation. Often times the government believes that private universities are out there to make profits. The impression is very wrong because the project is capital intensive, while the society absorbs graduates who in turn contribute to the development of the society.³⁸²

3.6.3 Range of Students’ Fees

This study further reveals that a lot of private universities in Nigeria make savings through the employment of part time lecturers which they often refer to as adjunct lecturers. It is on this concept that Varghese succinctly puts that the productivity of private institutions depend on their saving on expenses.³⁸³ This implies that generally, tuition fees levied by these private universities are motivated by the state of the economy. Most of them justify the reasons they charge relatively high fees as follows, the hike in prices of commodities, maintenance of

³⁸¹ Interactive Session with Mr. Caleb Oyelehin Oyelola, Acting Registrar, Adeleke University, Osogbo. 31/08/2017

³⁸² Oral Interview with Ojo Abayomi, the Deputy Registrar And The Director, Corporate Affairs Department, Crawford University, Igbesa. 14/03/13.

³⁸³ Varghese, N. V. 2006. Growth And Expansion Of Higher Education In Africa. *New Trends In The Higher Education: Growth And Expansion Of Private Higher Education In Africa*. N. V. Varghese. Ed. Paris: International Institute For Educational Planning. 23.

facilities, as well as payment of staff salaries. They argue that in order to meet up with the required international standards (because some of the students are sourced locally and internationally), there must be a meeting point for both average student and the privileged ones whose parents live well above the poverty lines.

However, the general public frowns at the high tuition charge by the private university sector in the country. To them, it is a means of creating a class whereby the opportunity would be limited to the wards of selected-rich few in the society while, doors of such opportunity would be shot against those from less-advantaged background. To this end, their response was not far-fetched. They argued that they are responsible for the total cost of generating as well as maintaining of facilities/amenities on the campus. Therefore, the fees charged are used to cushion-effects of the financial implications of both the manpower and material resources.

3.6.4 Glocalisation of Nigerian Universities (Public and Private) Curriculum

The idea of “glocalisation” depicts the combination of both globalisation and localisation. Olorundare *et al* succinctly posits that the concept was initiated in the 1980s and became popularised by Roland Robertson.³⁸⁴ In a clear statement, glocalisation refers to the unification of local and global perspectives on the socio-economic as well as political impact of all happenings that affect global and local communities, as glocal denotes group of people, organisations as well as communities that are enthusiastic as well as having the ability to reason globally and locally.³⁸⁵ The essence is an attempt to be able to cope with global academic environment while the idea of globalisation and localisation recommends that universities (both the public and private) and other citadels of learning should not only think locally but also act globally so as to be able to prepare graduates for certain skills that will enable them to contribute competitively and effectively in the world.

However, while asked what the private universities are doing about globalising the curriculum contents, the stakeholders’ general response was that they strictly follow approved programmes and curriculum contents from the NUC. We equally gathered that the curriculum

³⁸⁴ Olorundare, A.S, Oladiji, A.T; Abdulkareem A.T & Kayode O.B Glocalising university curriculum and Research Initiatives. In Ijaiya...373

³⁸⁵ Olorundare, A.S, Oladiji, A.T; Abdulkareem A.T & Kayode O.B Glocalising university curriculum and Research Initiatives. In Ijaiya...373

contents are developed and are subjected to periodic reviews which are meant to meet up with the global demands as well as local needs and yearnings.³⁸⁶ For instance, there are some new programmes that are newly developed to meet up with the technological advancement. These programmes include; Social Justice, Sport Science, Stock Broking Management, Tourism and Event Management, Business and Innovation, Social Work, Culinary Science, Energy and Environment, Renewable Energy, Entrepreneurship, Advanced Writing and Reporting Skills, Organizational Strategy, Criminology and Penology, Software, Digital Communication, Intercultural Education, Transport and Logistics Management, Management and Toxicology and so on.³⁸⁷

Nevertheless, our survey further reveals that the incorporation of entrepreneurial studies into the curriculum has to a large extent help to empower university graduates especially private universities. Knowing full well that university deals with teaching, learning and research, the discovery in this aspect had helped in no small measure in assisting these graduates to develop some skills that would guide them in contributing competitively in this era of globalisation to the development of their economy. Their innovations are mostly taken from local ideas which are well presented, integrated as well as accepted by the citizens that are often refer to as end users. To sum up, they are highly optimistic that their products are of world-class standards, and are fully equipped to impact not only their immediate society but the global village. Meanwhile, while comparing the current student environment to what was obtainable at the inception of their universities; they testified that they are experiencing extraordinary increase in the number of students' enrolment.

3.6.5 Inaugural Lecture

This lecture constitutes a core part of the university life. Inaugural lecture offers one the opportunity to learn more about the thought-provoking research as well as the contribution a professor made to human development in the course of his career. It is public knowledge that an inaugural lecture could be referred to as a debt professors owe their university communities

³⁸⁶ Interactive session with Mallam Aminu Aba, Deputy Director, Academic Planning, National Universities Commission, 16-08-2017

³⁸⁷ These programmes are offered in the following Private Universities-Elizade, Ilara-Mokin; Achievers, Owo; Afe Babalola, Ado-Ekiti; African Science and Technology, Abuja; Babcock, Ilisan-Remo; Salem, Lokoja; Covenant, Sango-Ota; Pan-Atlantic, Lagos; Redeemers, Ede; Kings, Ode-Omu; American, Yola; The Bells, Sango-Ota; Caritas, Enugu

which must be paid before their disengagement from the system. An inaugural lecture therefore, provides a unique liberty to which one is free to choose what topic and how to address a blended group of schools and others on a pedestal usually (though not essentially often times) make available by the university that appoints them as professors.

Like public universities, most private universities in Nigeria, have taken inaugural lectures as a serious enterprise. Majority of them had one time or the other organised series of lectures. Most of which are community based and had added flavour to the academic development of where these universities are situated. According Nwachukwu, Adeleye and Awonuga and a host of others, most private are striving to ensure that they don't lag behind especially in research. One of the ways the intellectual class could pay back to her society was in the area of inaugural lecture which is often times community based.³⁸⁸ For instance, Nwachukwu noted that Godfrey Okoye University organises annual organise Peace conference forum for students (both public and private universities) where the University brings scholars and notable people of repute in relevant disciplines to lecture our students on the need for peaceful co-existence in our society³⁸⁹ she added that the University equally delve into security issues that are militating against our societal peace and progress and how they could adopt some measures and also act as agent of positive change in our society.

3.6.6 Memorandum of Understanding (MOU)

Our research reveals most of these universities signed a Memorandum of Understanding (MOU) with several international and local organisations. According to them, the aim of the MOU was for knowledge driven and human capacity building so as to cope with the changing scenes of the technological advancement in the contemporary world. Several organisations are in pact with these universities. They include; Rothamsted Experimental Station, Harpenden, UK; Liverpool-Hope University, UK; University of York, York; Alabama A & M, USA; Baylor University, Texas, USA; Southern Hemisphere GIS Training School, USA; Council for Advancement of Education (CAE), United States of America; the Association of

³⁸⁸ Oral Interview with; Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017, Adeleye, Adetunji. Head Of Department, Corporate Affairs Unit, Redeemer's University, Ede. 3/08/2017 & Prof. Awonuga, C. O. Department Of Language And Communication Art, Covenant University, Ota. 11/03/13

³⁸⁹ Interview with Sister Dr. Mary Silvia Nwachukwu, Assistant Registrar, Godfrey Okoye University, Enugu. 09/08/2017

African Universities (AAU); Council for the Regulations of Freight Forwarding in Nigeria (CRFFN), among others.

Our research further reveals that few universities receive sponsorship from the Association of African Universities based in Ghana which they believe was done to encourage the upcoming private universities within the continent. Some are also in partnership with a university in Jordan, where some of the lecturers were offered academic scholarships from Jordanian government for further studies, that is, Masters' and Doctorate degrees.

Besides, there is a Memorandum of Understanding (MOU) between some university and the Islamic Development Bank (IDB). Most especially the religious based ones with bias in Islamic religion. Thus, these universities receive grants and other financial assistance from IDB. In addition, they enjoy the goodwill of philanthropists within and outside Nigeria.

3.6.7 Scholarship Schemes

One of the commitments of universities is to aid academic excellence. Most of them introduced scholarship schemes. The scheme is generally meant to afford scholarship opportunity to some brilliant students that have minimum grade point average (GPA) 4.00 in their departments or programmes. According to Igbinosa, Ekumjison, and Egwuonwu, this scheme is opened to students who are academically inclined but indigents. The programme is aimed at encouraging students, inculcating academic enthusiasm in them as well as to create a platform wherein they would be able to demonstrate God's given potentials in them.³⁹⁰ They explained further that the process of selection involves both written and oral examinations to recruiting best qualified candidates for the award. It usually involves full or partial scholarship [full scholarship involves university authority being responsible for all the payment as regards tuition fees and other materials for the number of years of programme while partial scholarship involves payment of fees for a selected number of years of course of study], and at times, to further ones' postgraduate studies outside the country. According to them, many students have benefitted from the scheme. This was closely followed with full complement of students

³⁹⁰ Interactive Session with Igbinosa, Sir Patrick Ekumvisong, Deputy Registrar, Caritas University, Amorji-Nike, Enugu. 9/9/2017, with Mrs. Irene Igbinosa. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017 and Mrs. Egwuonwu, O.K. The Senior Assistant Registrar, Babcock University, Ilisan Remo, Nigeria. 10/04/13.

becoming 'university scholars' and accruing financial gains to them while the universities earned social prestige.

This was equally corroborated with the statement of Nwachukwu when she stated that at Godfrey Okoye University, examination is conducted for interested candidates (especially indigent but academically inclined students) that made their intention known through application.³⁹¹ Thereafter, whosoever qualifies or those who qualified would be given the award.

Interestingly, scholarship scheme has taken a new dimension in some private universities in the country. This is because some of these universities use the avenue to encourage increased accessibility of qualified candidates into various programmes of study at no cost. It could be partial or full scholarship. For instance, at McPherson University, Seriki-Sotayo, Ogun State, the Management provided sponsorship of some programmes, such as Religious Studies, History and International Studies among others either in partial or in full in order to encourage candidates to enrol for these programmes. In spite of the efforts made by the University Management, the enrolment was not encouraging while less number of candidates indicated interest in most of the programmes. In the same vein, some state governments in the Northern Nigeria made available a huge sum of money to sponsor academic programmes at Al-Hikmah University, Ilorin so as to encourage a good number of citizens to have access to university education at no cost.

3.6.8 Alumni Association

Alumni Association can be described as body of graduates (or simply say former students) of an institution. We have some countries that refer to them as Universities or Schools', Old boys' Society (or Old boys' network).³⁹² Nowadays, Alumni Associations are organised among former workforces of a company which are often times refer to as Corporate Alumni. These include those that accessed the same special trainings or students that studied in the same institution or in a particular country. The association is always organised into chapters. It could be, by graduating year or sets, region, city, or country. This group of people's actions and

³⁹¹ Interactive Session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

³⁹² Joseph, K., Bello, F., Yahaya, L.A. & Ohuade, J.O. In Ijaiya, N.Y.S Ed. 2015. *University of Ilorin at 40. The Soaring Eagle*. Ilorin: University of Ilorin Press. 51

affiliations normally has an essential and intimate linkage to the institutions where they got a degree.

This study reveals that taking into cognisance the commitments of the Alumni in supporting their *Alma mater* clearly shows that the greatness of their former institutions is their core concern. Equally important is their moral and financial support which is significant to the institutions' passion and drive for excellence as well as development of their multiple mission and programme.³⁹³ Gifts from Alumni have proved to be a cornerstone of successful fund raising campaigns for institutions. This was corroborated by the President, Harvard University, Drew Gilpin Faust. She affirms that the University to a reasonable extent is being supported by the Alumni Foundation. The support to a large extent enhances teaching and research.

We discovered that the Alumni Associations of private universities in Nigeria are young in comparison to their public universities counterparts but even at that, most of them had developed Alumni Websites to connect their Old Students. For instance, at Fountain University, Alumni website had been developed to help expose the university to both her Alumni and the global world. To this end, final year students (2014/2015) were used as experimental students, to collate data for the website. The essence is to intimate them with developments going on in the University as well as soliciting their financial aids.³⁹⁴ Hence, a building was built and donated to the institution by the Alumni.

3.6.9 Sport Development

It is a known fact that a healthy mind forms a healthy body. Hence, all societies either simple or complex in nature, in the time past evolved sport activities so that her citizens would mentally and physically alert. This culture has been inherited by educational institutions and is improving upon from time to time. To this end, sport events have grown and developed to become a vital instruments for political, economic, diplomatic, social integration and relations all over the globe. Therefore, most private higher institutions have keyed into the practices.

³⁹³Ajayi, S. A. 2014. *A History Of Bowen University: An Account Of The Conception, Birth and Early Years of Africa's Premier Baptist University*. Ibadan: Bookwright Publishers. 132. See Also, Joseph, K., Bello, F., Yahaya, L.A. & Ohuade, J.O. In Ijaiya, N.Y.S Ed. 2015. *University of Ilorin at 40. The Soaring Eagle*. Ilorin: University of Ilorin Press. 51

³⁹⁴ Cited in Annual Report 2014/2015: Fountain University, Osogbo, Nigeria. 33. Also, There Was An Interactive Session With Mr. Adenekan, Sheriff Adeyemi, Principal Assistant Registrar, Fountain University, Osogbo. 02-08-2017

A major activity in which students participate and whose patronage enriched their social and educational experience is sports. Some of such activities involved students and members of staff.³⁹⁵ Sports play vital roles in students' leisure activities in these universities. Ajayi succinctly puts that among the salient sporting activities in Bowen University for instance, was the Vice-Chancellor's Cup, Inter-Departmental Games, Bowen University Games and Bowen Fan's League, among others.

Sports provide an avenue for socialisation, shared ideas, belief, values and competition. It gives an opportunity to experience, the good, the bad and the ugly with a view to building relationship and imbibing the culture of accommodating others in competitive environment.³⁹⁶ They participate in various friendly football matches, table tennis, volleyball, basketball to mention but few. These universities participate in various games competitions at the local and international levels. Among the competitions participated are the inter-university games event in the West Africa University Games (WAUG), among the universities in the West Africa Sub-region where all universities (both the public and private) in West Africa are eligible to participate. The game comes up once in every four years. Most private universities joined the 11th edition (2003) held in University of Ouagadougou, Burkina Faso, 12th edition (2008) held in University of Legon, Ghana and the 13th edition (2012) held at University of Ilorin.³⁹⁷

Our research reveals that some of these private universities have Sport Units with the instruction of promoting sport activities among members of staff, students, as well as with other private universities within and outside the country. Meanwhile, there is Nigerian Private Universities Games (NIPUGA). This is a game that involves all the private universities in Nigeria. The venue for the games rotated among the campuses of the private universities. Ajayi stated that the first NIPUGA was hosted by Igbinedion University, Okada in 2005. He explains that these various sporting competitions provided occasions for socializing, through sports, as participating students were kept fit mentally, physically, socially and emotionally.³⁹⁸

³⁹⁵ Ajayi, S. A. 2015. *A History Of Bowen University: An Account of the Conception, Birth and Early Years of Africa's Premier Baptist University*. Ibadan: Bookwright Publishers. 133

³⁹⁶ Cited in Annual Report 2014/2015: Fountain University, Osogbo, Nigeria. 33

³⁹⁷ For Further Reading, See, Ijaiya, N.Y.S Ed. 2015. *University of Ilorin at 40. The Soaring Eagle*. Ilorin: University of Ilorin Press. 52

³⁹⁸ Ajayi, S. A. 2015. *A History of Bowen University: An Account of the Conception, Birth and Early Years of Africa's Premier Baptist University*. Ibadan: Bookwright Publishers. 134

This study further reveals that most of the students' hostels are provided with at least a Common Room, for the relaxation of students. These are equipped with recreational facilities like television sets and cable satellites so that students can watch matches, films and keep abreast with global developments.

3.6.10 Postgraduate Programmes

Most private universities in Nigeria having consolidated their years of service delivery, tend to proceed to running of Postgraduate (PG) Studies for their graduates, having received the approval from the National Universities Commission. The idea must have cropped up as a result of their past experience with these students during their undergraduate studies; wealth accrued from the enterprise, or to further advance in the provision of university education. These and many other factors must have propelled them to develop interest to proceed to Postgraduate Studies for their students. Our survey reveals that nearly all the private universities in the country have started running postgraduate programmes. Where they took it upon themselves to train and equip their products in their various fields of endeavours.

This study discovers that those universities that have started for some time now have turned out products into the labour market which they posit are contributing their own quota to the advancement of the society. Egwuonwu stated that the first set of students [Masters' and Ph.Ds] graduated in 2012. When considering the year the university was established, the commencement of undergraduate programmes and the year she commenced her postgraduate programmes. She explained that one would have wondered how this became possible. She responded thus, "Masters from 2010-2012 is still okay. There are some people who have started Ph.D programme in some other universities and they have gone far in their research work. The Management permitted them to transfer their work to the University for Completion."³⁹⁹ She noted that even though some Professors who were the supervisors of these students stood against it, but the university Management stood on its ground based on what they wanted, as long as the students fulfilled the basic requirement.

There are peculiarities in the categories of students running postgraduate programmes in private universities. A good example is Babcock University. It has two sets of students

³⁹⁹ Interactive Session with Mrs. Egwuonwu, O.K. The Senior Assistant Registrar, Babcock University, Ilisan Remo, Ogun State. 10/04/13.

running the programme. We found out that they are referred to as the elongated and regular students. The elongated students run their programmes on Sundays 7.00am to 7.00pm only. This is done to enable students who are working to access the programme, as well as to meet up with regular students who are on full time study. Nonetheless, those on the elongated programmes start their programmes by January and terminate by June. The regular students would end their programme by May for the First Semester. The Second Semester starts by July, and end in December for the regular. The elongated starts by September, and end in December.

Meanwhile, Universities such as Igbinedion, American University of Nigeria, Nile, Afe Babalola, Pan-Atlantic, Bowen, Covenant University and a host of others are on the roll call of universities that run postgraduate programme in the country. Our research reveals that the Management of these universities started the programme to enhance manpower development in the country. Also, as a staff development programme, where the young lecturers are trained and retrained. Most times, lecturers who train these students are sourced internally and from outside, that is, within the Nigerian universities and universities outside the country. Therefore, having successfully completed their course of study, the universities Management absorb them into the university system by affording the opportunity of gainful employment.

In the same vein, after running undergraduate programmes for specific number of years and programmes are fully accredited by the NUC, some programmes are push forward for accreditation of postgraduate programmes. Some of them have commenced postgraduate studies. This was attests to by the National Universities Commission (NUC). Aminu Aba stated that about 17 private universities⁴⁰⁰ in Nigeria are duly accredited to run postgraduate programmes in the country. The NUC clearly states that apart from the under-listed universities, whosoever collects any certificate from other private university,⁴⁰¹ such would not be recognised either for employment or further studies.

⁴⁰⁰ These Universities are African University, University of Mkar, American University, Yola, Al-Hikmah University, Ilorin, Nile University, Abuja, Madonna University, Okija, Igbinedion University, Okada, Afe Babalola University, Ado-Ekiti, Caleb University, Lagos, Joseph Ayo Babalola University, Ikeji-Arakeji, Redeemer's University, Ede, Pan-Atlantic University, Lagos, Covenant University, Sango-Ota, Bowen University, Iwo And Babcock University, Ilisan-Remo

⁴⁰¹ This information was sourced from NUC platform on their website on 29/01/2018

For instance, our findings at Covenant University reveals that it was in the year 2010 that the university has been admitting students from other universities for its postgraduate programmes as all the students that had been running the programmes in the past are the Alumni of the University. According to Awonuga, “those who were recruited as Graduate Assistants or Assistant Lecturers, immediately they join the university must register for their postgraduate programmes. A good number of academic staff had benefitted from the programme”.⁴⁰² In corroboration to the above assertion made by Awonuga, Ogoma, explained that the university runs postgraduate programmes for her Masters’ degree students as well as members of staff who wish to proceed to higher academic pursuit. Ogoma succinctly puts,

...a lecturer with Masters’ degree is encouraged to start Ph.D programme, while the University shoulders the financial burdens. The terms and conditions stipulate that such a candidate would remain an employee of the University and is neither permitted to resign his appointment with the university, nor to pick employment elsewhere while the programme is on. In addition, the employee must work with the University for a minimum of three years after the completion of the programme; and if the person must leave, without completing the three-year of service, he must pay a certain amount of money to the University which covers the total sum, the university expended in training him that runs into millions of naira...⁴⁰³

Stemming from the above, several factors, ranging from the brief history of private universities in Nigeria, justifications for their founding among others, had been comprehensively dealt with in this chapter. These factors had afforded us the opportunity to interrogate the trends in the development of private universities in Nigeria within our year of study. Thus, the emergence of private universities in Nigeria remains significant in the history of university education in the country.

⁴⁰² Oral interview with Prof. Awonuga, C. O. Department of Language and Communication Art, Covenant University, Ota. 11/03/13.

⁴⁰³ Oral Interview with Ogoma Daniel. He is a Postgraduate doctorate degree student of Covenant University, Ota, and an Assistant Lecturer, Landmark University, Omu-Aran, Kwara State. A University established by winners’ Chapel, the founder of Covenant University, Ota. 12/03/13.

CHAPTER FOUR

THE SOCIO-ECONOMIC IMPACT OF PRIVATE UNIVERSITIES ON THE NIGERIAN SOCIETY, UP TILL 2015

Education plays crucial roles as a mechanism for enhancing the social, cultural, economic, and political advancement of any nation. Abdulkareem argues that a country's growth and development is unwavering by its manpower.⁴⁰⁴ Therefore, the need to provide for the much-needed human resources that would speed up the economic progress of the country has been adduced to a major reason the significance of university education globally, and especially in Nigeria becomes paramount. University is seen as 'knowledge factory' where man is likened to raw material. Hence, humanity is refined, trained, emancipated and honed to become and fit into leadership positions in all facets of human endeavour.⁴⁰⁵ Okonjo also opines that the university produces the highest level of manpower in the nation, who later in their lives are responsible for managing the political, economic, social and other affairs of the nation.

⁴⁰⁴ Abdulkareem, A. Y. 2001. Nigerian universities and the development of human resources. Current issues in educational management in Nigeria. N. A. Nwagwu, E. T. Ehiamezor, M. A. Ogunu and M. O. N. Nwachiani. Eds. Benin: NAEAP Publications. 137

⁴⁰⁵ Nwachukwu, J. N. & Okoli, F. C. 2015. Problems and Prospects of Private Ivory Towers In Nigeria. *Singaporean Journal of Business Economics, and Management Studies* Vol.4, No.6. 36

Therefore, the pattern of behaviour, that is, of dependence or self-reliance, which they learn in the universities, does influence the directions in which future national lives and actions are guided.⁴⁰⁶

The participation of individual or corporate provider of university education in the country has to a large degree played significant roles in the expansion of higher education in Nigeria. Ayeni asserts that private universities are making remarkable difference and contributing considerably to the provision of access to quality and value-added university education such that these universities are carving a niche in nation building and setting up of commerce and industrial undertaking which would eventually bridge the gap between Nigeria and the advanced nations.

4.1 Factors that Motivated the Establishment of Private Universities in Nigeria

It was common knowledge that the government could not solely manage higher education in Nigeria. Thus, it becomes expedient for the private sectors' participation in the provision of higher learning in Nigeria. For instance, about 1.5 million candidates take part in the Joint Admission and Matriculation Examination (JME) yearly, while less than twenty-five percent actually secure admission into the universities. This becomes apparent as the existing government universities are unable to absorb them due to their limited carrying-capacity. With the coming up of private universities, this challenge to some extent is gradually reducing, while, a number of the qualified candidates are now been given admission by the private university, especially those that can afford the huge financial implications.

In addition, adequate funding equally puts the private universities at an edge position. Some of them most times are well funded. As a result, they provide satisfactory facilities for learning and development. While asked for source of funding for most of these private universities, the response had always been, they get funds through students' fees, reliance on funds from the proprietor as well as the goodwill of the public. This is unlike, the public universities where government's subvention is the sole means of for survival. The government thus, needs private partnering in providing university education in order to sustain national development. The coming up of private universities equally provided would-be students and

⁴⁰⁶ Okonjo, Chukuka. 1991. Education for Development: A Practical Approach. *Africa Today*. Uwechue Raph. Ed. London: Africa Books, Ltd. 222.

their parents the prospect of making choices. The surge in private university gives among other things, a privilege to the high population of youths seeking university education to secure admission for higher learning in the university. The existence of private universities within our period of study could be said had brought about some developmental progress which had contributed to the stability of the university system in Nigeria with the attendance implication of patronage.

Be that as it may, the involvement of private sector in education, telecommunication, health, transportation and other sectors of the economy is public knowledge as some advanced economies articulated and appreciated the role play by the private sector. Recapping the circumstances surrounding the advancement of learning in Nigeria, the government before 1980s had to a large extent being the sole provider [either as a state or federal] of education in the country to carry out the onerous task of overseeing university education.

In line with the foregoing, some of these universities within our period of study, and their years of existence have proven, to a reasonable extent, to have met the needs of the teeming youths (especially those from the affluent background that can afford the huge financial implications of patronising the private providers of university education). It is public knowledge then, that the advent of these universities are not meant to cater for indigent students but those from the wealthy background who could afford the financial implications of studying abroad.⁴⁰⁷ Thus, the coming up of private university in the annals of university education in the country had proved to have met the national goals as enshrined in the national policy aim of education to a reasonable extent.

4.2 A Brief History of Nigerian Educational Policy

Understanding trends in history is expedient for effective policymaking. This is because the understanding of the past helps to define the present, instruments put in place to plan for the future becomes purposeful. History enables policymakers to have a deeper sense of perspective and judgment, an evaluation and appreciation of the past helps to guide and gives knowledge to formulate and execute better policy for the future, including educational policy.

⁴⁰⁷ A telephone interview with Mrs. Josephine Olowu. Department of Sociology, Faculty of Arts. Bingham University, Karu. Nassarawa State. 08-04-2019

Thus, a historical investigation of educational policy in Nigeria has its implications on national development, as well as monitoring policy makers suitably.

Educational policy in Nigeria has undertaken significant periods all in the bid to cater for the various ethnic groups in the country as their mode of operation are uniquely structured. For instance, people's ways of life in the Northern pole are deep-rooted in the Islamic religious tenet and system of education of an identical Quranic education policy.⁴⁰⁸ The South and the Western parts of the country are composed of ethnic clusters, with each having her own system of education deeply rooted in its own tradition and culture.⁴⁰⁹ This was the situation in 1842 at the advent of Christian missionary in the Southern part with the introduction of Western education,⁴¹⁰ with the aim of teaching local schoolmasters, catechists, and clergymen how to read the Bible, write as well as gardening.

On the eve of the introduction of formal English type of education in Nigeria, nearly all the communities have the flavour of informal educational processes. African culture willfully engages in teaching the younger or upcoming generations so as to ensure transmission of culture from generation to generation. This they did through the acquisition and transmission of knowledge to the family members in an informal way in the absence of four-walls of the classrooms.

National Policy on Education could therefore, be described as an official statement by the government on the national goals, as well as the procedure for getting the goals while using education as an instrument.⁴¹¹ National Policy on Education can also be described as government's policy statement which addresses expectations, anticipation, goals, regulations requirement and standard for qualitative education delivery in Nigeria. The policy is premised on solving the problem of imbalance of education in various parts of Nigeria in terms of accessibility, quality of available resources and education of girl-child.

The emergence of National Policy on Education in Nigeria was an offshoot of the National Curriculum Conference of 1969.⁴¹² A large number of a cross section of Nigerians

⁴⁰⁸ Ozigi, A. & Ocho, L. 1981. *Education in Northern Nigeria*. London: George Allen and Unwin Publishers Ltd.

⁴⁰⁹ Taiwo, C. O. 1980. *The Nigerian Educational System*. Lagos: Thomas Nelson Nigeria Limited.

⁴¹⁰ Imam Hauwa. 2012. Educational policy in Nigeria from the colonial era to the post-colonial to the post-independence period. *Italian Journal of Sociology of Education*. Vol. 1.

⁴¹¹ Nwangwu, I. 2003. Educational policies in Nigeria, trends and implementation. Nsukka: Jobus International Press. P. 1

⁴¹² Nwangwu, I. 2003. Educational policies in Nigeria, trends and implementation. Nsukka: Jobus International Press. P. 54

attended the Conference. The Conference expressed a general displeasure with the system of education bestowed upon Nigerians by the colonial administration which was not relevant to the goals and aspirations of the people. Consequent upon this, a seminar of experts which consist of various interest groups in the country was convened in 1973. The seminar was made up of both the voluntary organisations and foreign bodies. They reflected extensively on what modalities the National Policy on Education for a nation like Nigeria should be. Resultantly, there was a draft document which was referred to as the National Policy on Education. The maiden edition of the document was formally published in 1977.

The National Policy on Education (NPE) has undergone appraisal on a number of times since its maiden publication in 1977 in order to reflect on the emerging issues which bring about societal changes over time. The 6th and latest editions of this policy were in 2013. It is therefore, important to know why changes occur in Nigeria's education policy so as to get to know from analysis of existing data what brought about the need for the modification, and, to see if the policy achieved the purposes for which it was formulated or otherwise. For instance, the 1979 constitution saddled the three tiers of government with the responsibility of providing education by placing it on the concurrent legislative list.

Also, the implication of language as a tool for preserving the people's culture, and for forging national unity became recognised. Consequently, the revised version of the policy in 1981 therefore, suggests that every child should be motivated to acquire at least one out of 3 major languages in Nigeria; Hausa Igbo and Yoruba, apart from the mother tongue.⁴¹³ The Policy was further revised in 1998, 2004 and 2007 respectively to enable the policy becomes more effective to the needs of the country at every period.

National Policy of Education, 2004 specifically reviewed in 2007 to accommodate developmental vicissitudes that mirrors the dedication of the government to her citizenry so as to implement international protocols such as the Home Grown Medium-term Development Plan and the National Economic Empowerment and Development Strategy (NEEDS), the United Nation Millennium Goal (MDGs), the Education for All (EFA). The policy was further reviewed in 2013 in order to meet the nation's aspiration especially in terms of social development. The need for basic changes in social, economic and political structure largely

⁴¹³ Federal Republic of Nigeria, 1981

dictated the need for a change in policy drive of the education system and vice versa. Thus, the National Policy on Education was consequently reviewed.

The essence of the 2013 National Policy of Education was to make education a complete tool of empowerment for the indigent groups, an effective tool for developing the full human capital, as well as developing competent work force through practical life skills acquisition through the introduction of the entrepreneurial skill programmes into the curriculum content at the tertiary level while considering the pressing as well as an emerging issues in the national economy such as high unemployment rate in the country, continuous increase of teeming youth that are in search of gainful employment, and so on. The National Policy on Education was therefore, redesigned to be relevant to the world of work as a good medium of developing sound and intelligent learning societies, fit and relevant to the 21st century.⁴¹⁴

4.2.1 Private Universities and the Nigerian Educational Policy

In furtherance of the efforts made by the government to encourage the improvement of private university in the country, the government allowed for certain modifications in the policy statement of 2004 National Policy of Education (NPE). These changes include the recognition of private involvement in providing university education; inculcation of entrepreneurial skill acquisition programmes/trade subjects in the curriculum which brought about several innovations which include the establishment of Solar Energy Research and Application Centre, at Bowen University and other innovations such as establishment of radio stations by most of these universities, and the need for the expansion of the role of education as an investment for economic, social and political development...⁴¹⁵ The Policy clearly states that “Voluntary agencies, individuals and groups shall be permitted to found university provided they conform to the minimum standards laid down by the Federal Government.”⁴¹⁶ The justification for the importation of these changes was to equip students with the adequate knowledge and skills for self-reliance and the world of work while contributing to national and local economic goals.⁴¹⁷ Hence, this modification became important as a result of

⁴¹⁴ National policy on Education, 2013

⁴¹⁵ National Policy on Education. 2004. 6th Edition. Section 5, Paragraph 81 E. Lagos: NERDC Press. 26

⁴¹⁶ National Policy on Education. 2004. 6th Edition. Section 5, Paragraph 82 G. Lagos: NERDC Press. 26

⁴¹⁷ National Policy on Education. 2004. 6th Edition. Section 5, Paragraph 82 G. Lagos: NERDC Press. 26

emerging issues in the society such as high level of joblessness among the teeming youth in the society.

From the above, it could be deduced that, private universities continue to strive to add their quota to the improvement of university education. Of course, these achievements could be measured when put side by side with the experience of public higher institutions on the eve of the advent of private university in the country. This was because the public sector was however, beclouded with unrest based on labour-related matters. Hence, the presence of private university has brought to a reasonable extent, relative stability in the public universities. This appearance has enjoyed; stable academic calendar; near-total absence of incessant strike actions by members of staff, and student protests (which often led to loss of many lives and properties); peaceful and relatively secured conducive environment characterised by near absence of secret cults; conducive hostel environment; restoration of the badly eroded dignity and welfare of student life, among many others. Our work therefore, examines socio-economic impact of private university in the country from the perspectives of manpower development, employment opportunity, morality among Nigerian youths, and the rural development.

4.3.1 Private Sector Participation in the Growth and Development of University Education in Nigeria, 1999-2015

The new democratic rule led by Chief Olusegun Obasanjo government in 1999 complemented the initial effort of General Abdulsalam's regime towards the promotion of private sector involvement in university education in the country. It is important to emphasise again that, in 1999, existing Decrees were amended to further empower the NUC with proper legal instruments to carry out her functions of approval, monitoring, advising and accreditation of programmes in the Nigeria university system.⁴¹⁸ The Commission continued to carry out these functions. It has well positioned herself in coordinating all due processes involved presenting prospective new private universities to Federal Government for approval, and their eventual emergence.

⁴¹⁸ Mmika, I. E. 2014. *Academic Programmes Accreditation for Quality Assurance in Nigerian Universities*. Unpublished Ph.D Thesis in Educational Management Department (Educational Administration), University of Port-Harcourt. 61

It is without doubt that, the coming up of individual owned universities in the annals of university education in the country has generated a lot of topical issues related to its positive impact on the university education landscape in the country. One of the prominent issues was choice. Parents were presented with choice of university they desire their wards should attend.⁴¹⁹ This is amplified in Owoeye's words that:

the advent of individual owned university has assisted to democratized the system of education through the provision of choices for those willing to seize the opportunity to gain admission into higher institutions and hopefully with more private universities coming on board it will reduce to the barest minimum, the incidence of capital flight via the higher education sector whereby rich Nigerians expend hard earned foreign currency to finance the overseas admission and education of their children and wards.⁴²⁰

Provision of admission for prospective admission seekers, stable academic calendar, and sustainability of academic quality among others are some other input of the private sector to the development of university education in Nigeria.⁴²¹ The implication of all these is that it leads to competition, which, in turn would lead to ever-increasing quality standards and also to drive out of the market those investors that were unable to provide the service parents want.⁴²² Though, this calls for huge financial implications.

Also, private universities had been able to maintain a stable academic calendar, as strike actions are rarely heard of. Students complete their programmes within the stipulated

⁴¹⁹ Interactive session with Sir Patrick Ekumvisong, Deputy Registrar, Caritas University, Amorji-Nike, Enugu. 9/9/2017

⁴²⁰ Owoeye, Jide. 2010. *The place of private universities in Nigeria's educational system*. 76th Birthday Lecture of Honourable Chancellor Chief Sir, Gabriel Osawaru Igbinedion LLD., DLIT., GCK. CON, The Esama of Benin Kingdom. 8

⁴²¹ Interview with Mrs. Pedetin Oluranti, Acting Registrar, Samuel Adegboyega University, Ogwa, Edo State. 20-09-2017

⁴²² Pedro, F. Leroux, G. & Watanabe, M. 2015. *The Privatization of Education in Developing Countries. Evidence and Policy Implications*. UNESCO. 5

time as students are mobilised for the mandatory National Youth Service Corps (NYSC).⁴²³ These and many more have helped students and stakeholders to know how to plan for their future right from the time they got admission into the university, and to determine when to conclude the programme,⁴²⁴ all things being equal. For about two decades, public universities in Nigeria grappled with incessant strike actions. This resulted in the universities losing about three and a half years of research, teaching and learning activities due to strike actions, and students' unrest.⁴²⁵ This was largely due to inadequate funding and other labour-related matters. Hence, "...a lot of erudite scholars left the shores of Nigeria for a more stabled economies where they could enjoy job security, while those that could not leave as a matter of choice or lack of choice seek survival in private business which they believe offer better financial reward and material comfort..."⁴²⁶ Most private universities in Nigeria within the last sixteen years of existence have been trying to fill the gap where the public universities have failed. For instance, it is a rare occurrence to hear that members of staff of private university embark on strike actions as the sector never encouraged the activities Labour Unions. In Aderemi's statement,

since the inception of this University and other private universities, we have never experienced strike action or truncation of academic calendar, cult activities, and a host of other vices on the campus. Smooth academic running enables our students to graduate at the appropriate time without spending any extra seconds. And to our pleasure, the reports we receive from the employers of our products have been encouraging...⁴²⁷

⁴²³ Oral interview with Sir Patrick Ekumjison, Deputy Registrar, Caritas University, Amorji-Nike, Enugu. 9/9/2017

⁴²⁴ Interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

⁴²⁵ Akpotu N. E. and Akpochafo W. P. 2009. An Analysis of Factors Influencing the Upsurge of Private Universities in Nigeria. *Journal of Social Science* Vol. 18. No. 1: 21-27.

⁴²⁶ Olukoju, A. The Crisis of Research and Academic Publishing in Nigerian Universities. In Olukoshi, A. & Zeleza P. T. Eds. 2004. *African Universities in the Twenty-First Century*. South Africa: UNISA Press. 366

⁴²⁷ Interview, Aderemi, Yusuf Ganiyu, Assistant Registrar, Oduduwa University, Ipetumodu, Osun State, 04/08/17

He stated further that private universities run smooth academic calendar every year without any interruption, while dedicated students pass out at the expiration of their duration of study, without any form of overstay.

According to Salim, the yearning for higher learning in Nigeria, especially at the university has overwhelmed what the system could cope with, as less than 20 percent of those who passed the Joint Admissions and Matriculation Board Examinations are admitted each year to the university.⁴²⁸ The inability of the public university to absorb reasonable percentage of candidates who passed the Joint Admissions and Matriculation Board's examination (JAMB) left a large chunk of about 80% of students to seek admission into polytechnics and colleges of education.⁴²⁹ Therefore, the upsurge of private university has widened the numerical strength of service providers of higher education while reducing the number of those that were qualified for university education but were not offered placements⁴³⁰ in the public university in the country.

Private universities provided additional opportunities to prospective admission seekers who could not gain entry into the public universities.⁴³¹ Even though, the opportunity may seem not well pronounced but had added to available ones created by public universities. For instance, the enrolment in private universities in Nigeria stands at 1,693 in 2001/2002, 4,877, 2002/2003; 19,715, 2003/2004; 18,963, 2004/2005 and 30,717, 2005/2006.⁴³² Thus, during these academic sessions, the total enrolment of students of private universities in the country stood at 75,965. In addition, out of 1,513,940 candidates that sat for Joint Admission Matriculated Board (JAMB) examination in 2010, 423,531 candidates were offered admission into public universities while the total enrolment of private universities in the country same year stood at 46,843.⁴³³ This figure though seems insignificant compared to those admitted

⁴²⁸ Salim, S. 2006. *Press Release on JAMB Examination*. Cited in Ajayi, T. 2006. *Private Higher Education in Nigeria. New Trends in Higher Education: Growth and Expansion of Private Higher Education in Africa*. Varghese, N. V. Ed. Paris: International Institute for Educational Planning. 95.

⁴²⁹ Ajayi, S.A. & Okedara, C. A. Eds. 2012. *The Making of Bowen University: An Overview*. Ibadan: Baptist Press Ltd. 20

⁴³⁰ Interactive session with Mrs. F. B. Sofowora, the Registrar, Achievers University, Owo. 03/08/2017

⁴³¹ Interview with Sir, Onwurah, Bosa, A. C., Registrar, Paul University, Awka. Enugu State. 9/08/2017

⁴³² Field survey in the Department of Academic Planning, National Universities Commission, 17-08-2018; Awolaja, G. O. The demand of tertiary education in the Nigerian private universities: evidence from Babcock university. *Private university education in Africa: issues and challenges*. Aja. G.N.D & Nwaomah, S. M.2012. Eds. Nigeria: Babcock University Press. 17

⁴³³ Field survey in the Department of Academic Planning, National Universities Commission, 17-08-2018; Onwe, O. T. 2013. *Promoting the Demand for Private Universities in Nigeria: A survey of Representative Private*

into public universities, but the fact remains that the number of those who fall into the category are subtracted from those that would have remained admission seekers. Owoeye succinctly states that those in quest of entering into the university are estimated at about 1.5 million annually by JAMB and less than 25%⁴³⁴ are admitted into the public universities.

It can be further explained that the number of graduates produced by the private universities is relatively low compared to the public universities. Though the number seems minor, the fact is established that those that are produced would definitely join the workforce thus, contributing their quota to the betterment of the economy. Also, the employment offered to both the teaching and non-teaching played a notable role in the life of a challenging economy that is faced with high rate of unemployment as their emergence have helped to reduce the number of job-seekers in the country.

Nevertheless, the number of admitted candidates by the private universities is significant in various fields such as medicine, engineering, architecture, law, among others considering the state-of-the-art of some of the facilities procured by these universities in order to enhance qualitative academic delivery.⁴³⁵ Also, many of them have been able to introduce new courses of study which are either not available or are not well funded in public universities.⁴³⁶ Interestingly, proprietors of private universities have been more alert to the demands of the labour market and parents for exotic courses that public universities might be unwilling to introduce⁴³⁷ for their novelty or cost. These programmes include the following, Social Justice, Sport Science, Stock Broking Management, Tourism and Event Management, Business and Innovation, Social Work, Culinary Science, Energy and Environment, Renewable Energy, Entrepreneurship, Advanced Writing and Reporting Skills, Organizational

Universities. *Singapore Journal of Business Economic and Management Studies*. Vol. 1, No. 11. Also, see www.jamb result online. Date retrieved, 20/05/2016

⁴³⁴ Owoeye, Jide. 2010. *The Place of Private Universities in Nigeria's Educational System*. 76th Birthday Lecture of Honourable Chancellor Chief Sir, Gabriel Osawaru Igbinedion LLD., DLIT., GCK. CON, The Esama of Benin Kingdom. 7

⁴³⁵ Oral interview with Dr. Oshioeamhe Aghedo, Dean, Student Affairs, Baze University, Abuja. 14-05-2018; Telephone interactive session with Prof. Eghosa Osaghae, Vice-Chancellor, Igbinedion University, Okada, Edo State. 14-09-2017

⁴³⁶ Interactive session with Akpan, E. Sampson, Registrar, Rhema University, Obeama-Asa, Rivers State. 20-09-2017

⁴³⁷ Oral interview with Prof. Awonuga, C. O. Department of Language and Communication Art, Covenant University, Ota. 11/03/13.

Strategy, Criminology and Penology, Software, Digital Communication, Intercultural Education, Transport and Logistics Management, Management and Toxicology, and so on.⁴³⁸

In addition, most of these private universities continually increased their access rate to higher learning, they run remedial programme known as Joint University Preliminary Education Board (JUPEB), degree foundation programme. The programme comprises different fields of study. Thus, candidates are endowed with potentiality for higher learning is supported to remedy the discrepancies in their entry qualification.⁴³⁹ As remarked by Adeleke, Aghedo, Ilupeju and a host of other interviewees equally stated that there was need to identify the need to make education accessible to all.⁴⁴⁰ For any applicant to gain admission into a university, there are certain conditions that must be met. However, in a situation where some of the applicants are unable to meet up, either they did not sit for JAMB or they performed woefully in it. The university fashions out programmes such as JUBEB, foundation organised by the university management to accommodate candidates with such deficiency just like the Joint University Preliminary Education Board (JUPEB) that houses the programme that would afford the candidates the opportunity of studying for a year and thereafter gains Direct Entry into any university⁴⁴¹ to further their undergraduate programmes.

The Joint University Preliminary Education Board, as earlier noted, run remedial programmes through Joint University Preliminary Education Board (JUPEB), which is a degree foundation programme. Through such programmes, prospective undergraduates are helped to rectify the deficiencies in their entry qualifications. This study reveals that most of

⁴³⁸ These programmes are offered in the following Private Universities-Elizade, Ilara-Mokin; Achievers, Owo; Afe Babalola, Ado-Ekiti; African Science and Technology, Abuja; Babcock, Ilisan-Remo; Salem, Lokoja; Covenant, Sango-Ota; Pan-Atlantic, Lagos; Redeemers, Ede; Kings, Ode-Omu; American, Yola; The Bells, Sango-Ota; Caritas, Enugu

⁴³⁹ Interactive session with Mr. Caleb Oyelehin Oyelola, Acting Registrar, Adeleke University, Osogbo. 31/07/2017

⁴⁴⁰ Interactive session with Mr. Adeleke, Adetunji, Head of Department, Corporate Affairs Department, Redeemers University, Ede, Osun State. 31/07/2017; interview with Dr. Oshioeamhe Aghedo, Dean, Student Affairs, Baze University, Abuja. 14-05-2018; oral interview with Mr. S. A. Ilupeju, Deputy Registrar Academics, Bowen University, Iwo. 02/08/2017

⁴⁴¹ Interactive session with Dr. Oshioeamhe Aghedo, Dean Student Affairs, Baze University, Abuja. 05/08/2017; interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017; interactive session with Dr. Nuradeen Tanko, Director Academic Planning, Nile University, Abuja. 5/08/17; Interview with Mrs. Fatogun, A. T. Registrar, Ajayi Crowther University, Oyo, 12-03-2018, interview, Barr. Wale Aderibigbe, the Registrar, Joseph Ayo Babalola University, Ikeji-Arakeji, 14-03-2018, interview with Ojo, Emmanuel. The Registrar, Southwestern University, Okun-Owa, Nigeria. 21/03/13, interactive session with Dr. Mark Osama Ighile. The Ag. Director of Academic Planning Unit, Benson Idahosa University, Benin-City. 18/10/2017

these universities run the programme. However, the chief aim of the programme is to increase the pool of qualified students for admission into its degree programmes. Ajayi further states that the one year programme is referred to as a pre-degree programme, and is opened to candidates who could not meet the admission requirements into the degree programme⁴⁴² due to deficiencies in their examination results in WASC/NECO/GCE Ordinary Level, or JAMB/UTME.

Moreover, the National Universities Commission (NUC) acknowledges 17 private universities in Nigeria that have been duly accredited to provide postgraduate programmes in the country.⁴⁴³ This study further finds that the management of these universities started the programme to enhance manpower development in the country. Also, as a staff development programme, where the young lecturers are trained and retrained. Most times, lecturers who train these students are sourced internally and from outside, that is, within the Nigerian universities and universities outside the country. Therefore, having successfully completed their course of study, the universities management absorbs them into the university system.⁴⁴⁴ This affords them the opportunity of gainful employment.

This study therefore, reveals the following among the numerous inputs of private engaging in the participation of university education in Nigeria.

4.3.2 Stable Academic Calendar

The recurrent strike actions that bedeviled Nigerian public universities brought about some destabilisation in learning process, thereby leading to low quality delivery from lecturers as they were unable to cover lost grounds. Olukoju attests to this when he says "...a lot of erudite scholars simply left the country's tottering ivory towers for more stable climes. Many of those who stayed were in pursuits of material survival at the same time. Some left for business or

⁴⁴²Ajayi, S. A. 2015. *A History of Bowen University: An Account of the Conception, Birth and Early Years of Africa's Premier Baptist University*. Ibadan: BookWright Publisher. 102

⁴⁴³ These universities are African University, Abuja; University of Mkar, Gboko; American University, Yola; Al-Hikmah University, Ilorin; Nile University, Abuja; Madonna University, Okija; Igbinedion University, Okada; Afe Babalola University, Ado-Ekiti; Caleb University, Lagos; Joseph Ayo Babalola University, Ikeji-Arakeji; Redeemer's University, Ede; Pan-Atlantic University, Lagos; Babcock University, Ilisan-Remo. Also, NUC Weekly Bulletin. 14th August, 2017. A Publication of the office of the Executive Secretary. Vol. 12 No. 33. 25

⁴⁴⁴ Interactive session with Mrs. Okor, Folake. The Registrar, Caleb University, Lagos. 18-01-2018

the private sector, which presented greater material comfort and financial recompense...⁴⁴⁵ Thus, public university graduates subsequently become half-baked. This challenge became abated with the inception of private university in the chronicles of university education sector in Nigeria, though it is not without its huge financial implications for parents who are determined to get the best for their wards.

4.3.2.1 Academic Quality and Development

According to Ayeni, a significant new feature in the educational system was the diversification of the demand and increasing changes in the modes and patterns of delivery systems that emerged in the 1980s. He argues that this reflected the different need arising from the changing social and economic conditions between 1970 and 1990. He further argues that bulk of the demand for university education emanated from matured students that missed the chance in earlier years but now occupy various positions that necessitate they acquire higher degrees. This includes public servants and business executives in the private sector.⁴⁴⁶ The effect of this is, beyond what the conventional universities can provide. This is because flexibility and variety in the delivery modes and types of programmes place emphasis on a wider range of knowledge provided by private universities.

Furthermore, academic development is all about initiative that is globally accepted in terms of providing support to both the student and member of staff in order to fulfill the roles of university education which entails learning, teaching, research and community service.⁴⁴⁷ The major aim of education is to develop a total approach to meet individual, developmental and organisational goals.⁴⁴⁸ Shuell describes academic development as two-dimensional in nature. According to him, it is both student-centered and oriented which aims at providing the society with the possibility of using the human and material, educational experts, personal and

⁴⁴⁵ Olukoju, A. The Crisis Of Research And Academic Publishing in Nigerian Universities. In Olukoshi, A. & Zeleza P. T. Eds. 2004. *African Universities in the Twenty-First Century*. South Africa: UNISA Press. 366

⁴⁴⁶ Ayeni, O. 2008. Private University System: The Path to Viable Education in the New Millennium. In Akintayo, M. O. & Oghenekohwo, J. E. private initiative in university education investment and the context of millennium development goals. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for millennium development. Essay in honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 537

⁴⁴⁷ Cited in Ijaiya, N.Y.S Ed. 2015. *University of Ilorin at 40. The soaring Eagle*. Ilorin: University of Ilorin Press. 115

⁴⁴⁸ See, Brew, A. & Boud, D.1996. Prepare for new academic rules. An holistic approach to development. *The International journal for Academic Development* 1(2), pp 17-25. In Ijaiya, N.Y.S Ed. 2015. *University of Ilorin at 40. The soaring Eagle*. Ilorin: University of Ilorin Press. 116

professional development as well as improved qualification and acquisition of a novel professional knowledge.⁴⁴⁹

Our study reveals that most of the private universities in the country organise programmes that entail training courses workshop/seminars for staff and students for the purpose of professional development. According to Ilupeju, Aghedo, Nwachukwu and a host of others,⁴⁵⁰ the essence of the periodic training is to enhance efficiencies in the provision and accomplishment of the mission and the vision of university education by private providers.

The presence of private universities in the country has succeeded in changing people's opinion about education as well as being a 'social welfare' to a 'special service'. Altbach posits that private universities represent a vibrant and growing community of higher education providers.⁴⁵¹ Omotosho argues that private universities can be regarded as important incubators for innovation and future directions in teaching, administration and programming. According to Adenekan, the feedback we get from the employees of our graduates is heart-warming and encouraging. In fact, the feedback we get from the employers of our students that go on SIWES training is that they would like to retain them after the completion of their programmes. That is to tell you the kind of education they have acquired and the way they relate with people out there. We could boldly say that their inter-personal relationship coupled with dedication and commitment to work⁴⁵² has significantly provided a soft-landing for them.

4.3.2.2 Global Ranking of Private Universities in Nigeria

Webometrics ranking can be described as the composite indicator that deals with world's universities' system which takes into account the volume of the web contents in terms of its

⁴⁴⁹ Shuell, T. J. 1988. The role of the students in learning from instruction. *Contemporary Educational Psychology*, Vol.13, issue3, July. P. 295 cited in Ijaiya, N.V.S Ed. 2015. *University of Ilorin at 40. The soaring Eagle*. Ilorin: University of Ilorin Press

⁴⁵⁰ Interactive session with Mr. Ilupeju, S. Adebayo. Deputy Registrar Academics, Bowen University, Iwo. 02/08/17, interview with Dr. Oshioeamhe Aghedo, Dean Student Affairs, Baze University, Abuja. 05/08/2017, interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

⁴⁵¹ Altbach, P. Ed. 2004. *Private Prometheus: Private Higher Education and Development in the 21st Century*. Boston: Boston College Centre for Higher Education and Greenwood Publishing. 7 In Omotosho, M. O. Private Sector and University Education system in Nigeria: A Review and Synthesis. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for Millennium Development. Essay in Honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 521

⁴⁵² Interactive session with Mr. Adenekan, Sheriff Adeyemi, Principal Assistant Registrar, Fountain University, Osogbo. 02-08-2017

number of files and pages, the visibility as well as the impact of the publications made on the web in a manner conforming to the number of external links they received on regular basis.⁴⁵³ Ige posits that university ranking across the globe is an annual and regular exercise. This has been providing education stakeholders the privilege of having the knowledge of the quality of students, infrastructural development and the quality of training made available for students in comparison with similar universities in other part of the world.⁴⁵⁴ The ranking is aimed at ensuring the betterment of the quality of academic and research institutions on the web so as to encourage open access publication of scientific results. The ranking system of universities started in 2004 and is updated every January and July.

It is evident that with technological advancement, dissemination of information has been made possible for individual as well as institution to having knowledge of what is going on in other citadels of learning apart from ones with the attendant implication of forcing higher institutions to compete favourably with one another. Similarly, the invention of modern facilities such as the internet is being used by international organisations and agencies to promote best practices among higher institutions across the globe. To test the viability of these universities, these international agencies introduced various rankings to the university system such as research activities, and academic content to both students' and staff performance. The essence of this practice is to ensure and intensify efforts that intend to make every university to reflect the universality compliance suggesting her competence in producing individuals that would favourably compete in the market established for a well-trained human resources.

According to Omotosho, Mokuolu and Ibrahim, universities are classified into three; local, international/regional and global universities.⁴⁵⁵ The local university is the one in which both the students and members of staff comprise mainly the citizens of such a country with a few number of international staff. The university that is regarded as an international one has to a large extent the presence of foreigners who are both students and staff from countries that are not up to eighty (80) in number. In the same vein, the label 'global university' is used to describe few prominent universities around the globe that have the existence of both students

⁴⁵³ For detail, see, List of Global & Country-Specific League Table, Rankings & Esteem Indicators: International Relations Team. 4-5

⁴⁵⁴ Ige, Akindele, M. 2013. Evolution of Private Universities in Nigeria: Matters Arising and the way Forward. *Journals of Educational Research and Reviews* Vol. 8(2), pp. 41-50, 2. 4

⁴⁵⁵ See, Omotosho, A. O., Mokuolu, O. A. & Ibrahim, M. O. Internationalisation of the university cited in Ijaiya, N.V.S Ed. 2015. *University of Ilorin at 40. The Soaring Eagle*. Ilorin: University of Ilorin Press

and staff combined from different eighty (80) countries in their university. However, ranking of universities is not only based on the presence of international students and staff, but it has a crucial implication. Main factors used in the ranking include size, visibility, research papers and scholars.⁴⁵⁶ This study finds that the Webometrics⁴⁵⁷ ranking of universities does not rank any university in Nigeria among the best two thousand in the world and none in the list of the best 30 in Africa.

Notwithstanding, most private universities in Nigeria strive to ensure that they adhere to the directives of the NUC. Our interviewees noted that they have coined a statement to reflect their submissiveness to the higher authority of the NUC as; *the fear of NUC is the beginning of wisdom*. This has been bearing fruit in a way. For instance, while going through the ranking of universities across the world, among the list of private universities, Nigeria has reasonable position when put side by side with the conventional ones that had been existing prior to the arrival of private ones. On top of those from Nigeria were private universities. This simply shows that these universities can be better placed if they could intensify efforts in their academic development (teaching, learning and research), quality of programmes and curriculum contents.

4.3.2.3 Student Exchange Programme

The current study finds that majority of Nigerian private universities organise international exchange-programme for their students. This programme assists students to go for further studies abroad as may so be desired by any of them. For instance there is Student-Exchange programme in Covenant University, which according to Awonuga, started some years ago with Carolina University, United States of America. The programme was such that students from Covenant University would travel to Carolina University, while their students too would come to Covenant University, Nigeria, during the summer holiday. He stated further that this was done in partial fulfillment of requirements for the award of degree certificate in some disciplines. In his words, “this programme of Student-Exchange is still on till date, and the Management hopes to continue with it.”⁴⁵⁸

⁴⁵⁶ <http://www.webometrics.info> date retrieved, 22/07/13

⁴⁵⁷ Webometrics ranking system is the instrument use in the measuring of web presence and content.

⁴⁵⁸ Oral interview with Professor Awonuga, Head of Department, Language and Communication Arts, Covenant University, Ota. 11/03/13.

In the response of Tafa, Bells University of Technology, being a technologically oriented university, is building linkages with companies and universities locally, and Overseas where their students could go for further trainings. The programme, according to him, enhances their students' practical skills and knowledge in their various fields of study. This work reveals that most of them are in partnership or in collaboration with other universities outside the country. Periodically, they send some of their members of staff to travel abroad for further training to enhance their service delivery, also in partial fulfillment for the requirements of the award of degree certificate while students are mandated to go to do the same for further studies in their areas of discipline. In turn, students and lecturers overseas would be encouraged to come to these universities in exchange of programmes.

In addition, Nwachukwu stated that Godfrey Okoye University collaborates with many institutions outside the country either for mentorship or students' exchange programmes all to ensure that their products are of world-class standards. According to her, it is compulsory for the students of Natural and Applied Sciences at Godfrey Okoye University on annual bases to travel out of the country (usually to India) for a semester course in partial fulfillment of their basic requirements for the award of Bachelor of Science.⁴⁵⁹ Likewise, Oyelola avers that "our students have opportunities to earn two degrees, that is, from Adeleke University, and another one from Morgan State University with very minimal payment for the tuition. Two years outside the country, and two years in Nigeria."⁴⁶⁰

4.3.2.4 Advanced Teaching and Learning

Technological advancement and global changes since the 1990s most especially in the developed nations have brought about the alteration in model of university education with enhanced access to university education. This often manifests in increase in students' population with divers lecturing needs and styles. University education is left with the option of responding to the demands of knowledge-based economy while providing as well as equipping students with knowledge, skills and adequate competencies needed for the coming

⁴⁵⁹ Interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

⁴⁶⁰ Interactive session with Mr. Caleb Oyelehin Oyelola, Acting Registrar, Adeleke University, Osogbo. 31/08/2017

up in the labour market.⁴⁶¹ Information technology and communication have significant influence on every facet of higher education. Ahmed and Yusuf referred contemporary students to as computer age learners. This was due to their accessibility of digital devices such as iPad, laptops, iPod, PC Tablets and the likes, thus, making them technological experts. Most of them have developed competencies and knowledge that have made them independent at least in the area of school instructions that are traditional in nature. They are more of self-reliant with the ability to make meaningful use of available information at their disposal. Therefore, digital technologies are capable of augmenting and transforming the quality and quantity of teaching learning research as well as adding values to community service of the university.

It is worth noting that with the emergence of private universities in the country was accompanied with digital based technologies which resulted in the complete application of information technology in teaching, learning and research and administration. The essence is to promote effective teaching, research and scholarship.

Likewise, technological advancement has promoted both academic and social events on campuses. Hence, Information and Computer Technology (ICT) is committed to handling the telecommunication, broadcast media, audiovisual, intelligence enhancement, management system, to process and transmit systems, and network-based control as well as to monitor functions within these universities which involves revolutionizing all the academic activities by contextualising platforms of various institutional e-learning as well as other generic ICT based that would enhance teaching and learning programme.

Meanwhile, the appraising of teaching and learning in these universities has been supported by digital tools and services. This had helped to promote student-centred learning as against teacher-oriented which was hitherto practiced. It enhances active learner's curiosity, encourages learner's sense of exploration; it lessens teacher's domination; speed up interaction among students, as well as between students and lecturers.⁴⁶² It encourages teleconferencing (face-to-face teaching), and combination of internet and teleconferencing. Incorporation of

⁴⁶¹ Ahmed, M.L. & Yusuf, M.O. Advancing Digital Teaching and Learning in the University of Ilorin. Cited in Ijaiya, N.Y.S Ed. 2015. *University of Ilorin at 40. The Soaring Eagle*. Ilorin: University of Ilorin Press. 398

⁴⁶² Makewa, L. N., Kuboja, J. M., Yango, M., & Ngussa, B. M. 2014. ICT-Integration In Higher Education And Student Behavioural Change: Observations at University of Arusha, Tanzani. *American Journal of Educational Research*, 2 (11A), 30-38 cited in Ijaiya, N.Y.S Ed. 2015. *University of Ilorin at 40. The soaring Eagle*. Ilorin: University of Ilorin Press. 399

ICT in learning environment which gives chance for reflective communication, which in turn promotes wider interpretation and perception of learning events.

Thus, most of these universities have access to cloud-computing otherwise known as Internet-based computing. Information is shared through the internet. There are three basic types of computing services: Platform as a Service, (PaaS), Infrastructure as a Service (IaaS), and Software as a Service (SaaS).⁴⁶³ IaaS enables learners (consumers) to make use of infrastructure for storage, processing, networks and other fundamental computing facilities. This Service provides support for full "software lifecycle" while the SaaS is dedicated to ensuring that software provided to the consumers as a service can be accessed through networks; such as yahoo and Google mail, Dropbox, Google Docs, and so on. Most of these universities signed Memorandum of Understanding or Pact with Google Apps, which allows lecturers to have access to Google resources customised for them, such as Google; Talk, Calendar, Productivity tools such as Google Drive: spreadsheets and presentations, iGoogle and Google site to develop WebPages, YouTube for video sharing, Google Search for learning etc that provide access to world visual information so that learners and tutors can create, explore, and collaborate mapping tools. Theses, dissertations, article, books, open online education makes it possible to creating and delivering online courses within the reach of both the tutors and learners of these universities.

Whiteboards and e-Boards are common place in almost all the universities. They are flexible multimedia tools that enhance interactions, teaching and learning sessions. Our research⁴⁶⁴ reveals that some of these universities use sophisticated gadgets to teach their students.⁴⁶⁵ This has facilitated teaching learning process aiming at creating leverage with other world class universities outside the country.

⁴⁶³ Ahmed, M.L. & Yusuf, M.O. Advancing Digital Teaching And Learning In The University of Ilorin. Cited in Ijaiya, N.Y.S Ed. 2015. *University of Ilorin at 40. The Soaring Eagle*. Ilorin: University of Ilorin Press. 410

⁴⁶⁴ Interactive session with Dr. Oshioreamhe Aghedo, Dean Student Affairs, Baze University, Abuja. 05/08/2017, interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017, interactive session with Dr. Nuradeen Tanko, Director Academic Planning, Nile University, Abuja. 5/08/17, interview with Mrs. Fatogun, A. T. Registrar, Ajayi Crowther University, Oyo, interview, Barr. Wale Aderibigbe, the Registrar, Joseph Ayo Babalola University, Ikeji-Arakeji, interview with Ojo, Emmanuel. The Registrar, Southwestern University, Okun-Owa, Nigeria. 21/03/13, interactive session with Dr. Mark Osama Ighile. The Ag. Director of Academic Planning Unit, Benson Idahosa University, Benin-City. 18/10/2017

⁴⁶⁵ Interactive session with Dr. Oshioreamhe Aghedo, Dean Student Affairs, Baze University, Abuja. 05/08/2017, interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017, interactive session with Dr. Nuradeen Tanko, Director Academic

4.3.2.5 Quality Assurance and Availability of Learning Resources

Strict compliance with the guidelines and criteria for approving provisional license of operation for private universities in the country to a reasonable level has helped the prospective proprietors to invest a reasonable resource into meeting the stated requirements. The development has enhanced improved level of excellence of facilities for teaching/learning process in these universities during our period of study. In the words of Obasi, many of the universities have state-of-the-art facilities that are the envy of students in government universities, where we have outdated infrastructural facilities.⁴⁶⁶ This is most appreciated when compared to the conventional universities, on the standard of laboratories and quantum of equipment acquired. Also, there is the availability and well-furnished classrooms, library, workshops, studios and ICT facilities.

The current study finds that in compliance with the National Universities Commission's guidelines, nearly all the private universities have Quality Assurance Department. The monitoring team in this department visits classrooms to monitor what the lecturers are teaching. Some of them design opinion form to gather information from students as regards teaching and learning process in their universities. Some adopted statement forms, or otherwise called 'Opinion poll forms' that are used in assessing teacher/learners performance. Sometimes, when lecturers are rated high, awards are presented to them in commendation as the year ends annually. Furthermore, this monitoring team also goes round the offices to monitor the work of staff to ensure that it conforms to National Universities Commission's specifications.

In the account of Uhuegbu,⁴⁶⁷ the National Universities Commission among several systems put in place in the public and private institutions was Quality Assurance. This is done

Planning, Nile University, Abuja. 5/08/17, interview with Mrs. Fatogun, A. T. Registrar, Ajayi Crowther University, Oyo, interview, Barr. Wale Aderibigbe, the Registrar, Joseph Ayo Babalola University, Ikeji-Arakeji, interview with Ojo, Emmanuel. The Registrar, Southwestern University, Okun-Owa, Nigeria. 21/03/13, interactive session with Dr. Mark Osama Ighile. The Ag. Director of Academic Planning Unit, Benson Idahosa University, Benin-City. 18/10/2017

⁴⁶⁶ Obasi, N. I. 2007. Analysis of the emergence and development of private Universities in Nigeria, 1999–2006. JHEA/RESA Volume 5. Number 2 & 3: 55.

⁴⁶⁷ Oral interview with Uhuegbu, C.C. Director of Academic Planning and Quality Assurance, Covenant University, Ota, Ogun State. 12/03/13.

to ensure that the quality of Academic delivery and infrastructural development is improved upon. And in lieu of this, the directorate of Academic Planning and Quality Assurance was created in Covenant University in compliance with the National Universities Commission's directives." Therefore, as part of its policies, the monitoring team finds out how lectures are being done; the team equally, sets out to ensure that marking-guides were strictly followed according to the guidelines; question papers and marked scripts are also validated by the external examiners; and so on. All these steps are taken in order to ensure compliance with the National Universities Commissions regulation.

Similarly, this study finds that most of these universities claim to try their best to ensure that the available facilities (hostel accommodation, classrooms, library, laboratory, and so on) are in correspondence with the numerical strength of the students; in terms of quality and quantity. Therefore, in order not to stress available resource, they ensure strict compliance to the number of quota given by the NUC so as not to exceed the carrying-capacity.

It is discovered in this study that the mandate given to universities in Nigeria to establish Quality Assurance department has afforded the opportunity to further enhance service delivery. According to Adekeye, "the department of Quality Assurance handles the monitoring of programme delivery. It designs questionnaires for both staff and students. These are used in appraising teaching-learning process. They are equally used in discovering where challenges lie, so as to tackle them, as well as to reinforce their strengths."⁴⁶⁸ Besides, there are questionnaires to assess students' performance immediately after the examinations. They are used to capture the simplest questions which are expected to be attempted by students without any difficulty. These, and many more help to exercise objectivity about students and members of academic staff, whenever the university prepares for appraising them for promotion or any other advancement.

Also, there is Curriculum Review Committee which is an offshoot of Quality Assurance. The responsibility of the committee includes periodic review of curriculum in collaboration with external examiners. It ensures the universities' compliance with the National Universities Commission's regulations. While some private universities do not really

⁴⁶⁸ Oral interview with Dr. Adekeye, K. S. Quality Assurance Director, Redeemer's University, Mowe, Ogun State. 11/04/13.

name this similar department Quality Assurance, they have units that perform almost all the functions as requested by the NUC. In this light, Agbaje stated that

We don't have Quality Assurance Department as requested by the National Universities Commission. We only have a committee that does the work of maintaining Quality Assurance for the university tentatively. He explained that the committee is responsible for monitoring and assessing teaching and learning process to ensure that curriculum instructions are followed. It equally looks at the availability and validity of facilities; etc. The committee also monitors the work of other members of staff in line with NUC's regulations.⁴⁶⁹

It is also found in this study that private universities' programmes evaluated either have full or interim accreditation. In order to prevent overcrowding of classrooms, hostel facilities, and other facilities in relations to carrying capacities, the NUC embarks on periodic inspections of the facilities, programme delivery, and other facilities that facilitate smooth teaching and learning processes.⁴⁷⁰ This study equally reveals that the quality of academic programmes enhances the production of quality graduates that are well disciplined, especially those ones from religious based universities. In addition, these graduates are not only disciplined but also create jobs instead of being applicants.⁴⁷¹ This invariably helps in unemployment reduction in the society.

4.3.2.6 Students' Welfare

Private universities help to restore dignity of human labour, as they hold students' welfare in high esteem, compared to what and, any still obtained in the conventional university system.

⁴⁶⁹ An interview session with Agbaje. G.O.K. The Assistant Principal Registrar, McPherson University, Seriki Sotayo, Ogun State. 11/04/13.

⁴⁷⁰ Interactive session with Dr. Mrs. Victoria Pillah, Resource and Strategic Planning, Academic Planning Department, National Universities Commission (NUC). 24-08-2018

⁴⁷¹ interview with Adeleye, Adetunji. Head of Department, Corporate Affairs Unit, Redeemer's University, Ede. 3/08/2017 & interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

This work reveals that in the private university setting, prompt and adequate attention is paid to students' welfare.⁴⁷² This manifests in terms of the provision of basic care facilities, hostel facilities, laboratory equipment, classroom facilities, and healthy lecturer-student relationship, among others. This situation is not always the case in the government universities where students hardly go near their lecturers for whatever assistance.

4.3.2.7 Cost-sharing of Running University Education

The term cost-sharing refers to an act of recovering a segment of expenditure one earns in the process of providing service to beneficiaries of any transaction. This simply means that the cost is shared between two or more people involved in the provision and delivery of a service. In the description of Obasi and Eboh, cost-sharing is a process of shifting of at least some of the financial burden from government, or taxpayer, to parent and student which has a lot to do with tuition and fees or user charges.⁴⁷³ They therefore, state that the main people involved in the cost-sharing of higher education are the government, parents, students and individuals or institutional donors. This implies that it is expedient to all of these actors rather than leaving it to the government alone. This becomes more expedient if one considers higher education, as a platform that brings about increased earnings and social gains, especially to the educated persons. In reality, education is for the advantage of both the recipient and the society at large.

4.3.2.8 Reduction of Unadmitted Qualified Candidates

The current trends with respect to admission into public universities clearly indicate that the demand for higher education has outgrown what the system could cope with. Ajayi's assertion in this direction is that candidates are left out, usually 80% of candidates who passed JAMB scramble for places in polytechnics, at the same time, a few number of those who could not gain admission into the university or polytechnic then try their hands at colleges of education. Therefore, the competition is very keen.

Thus, the advent of private university in the scene of higher institutions in the country, has greatly reduced the percentage of youths that are not offered placement for university education in the country.

⁴⁷² Interview with Dr. Oshioeamhe Aghedo, Dean Student Affairs, Baze University, Abuja. 05/08/2017,

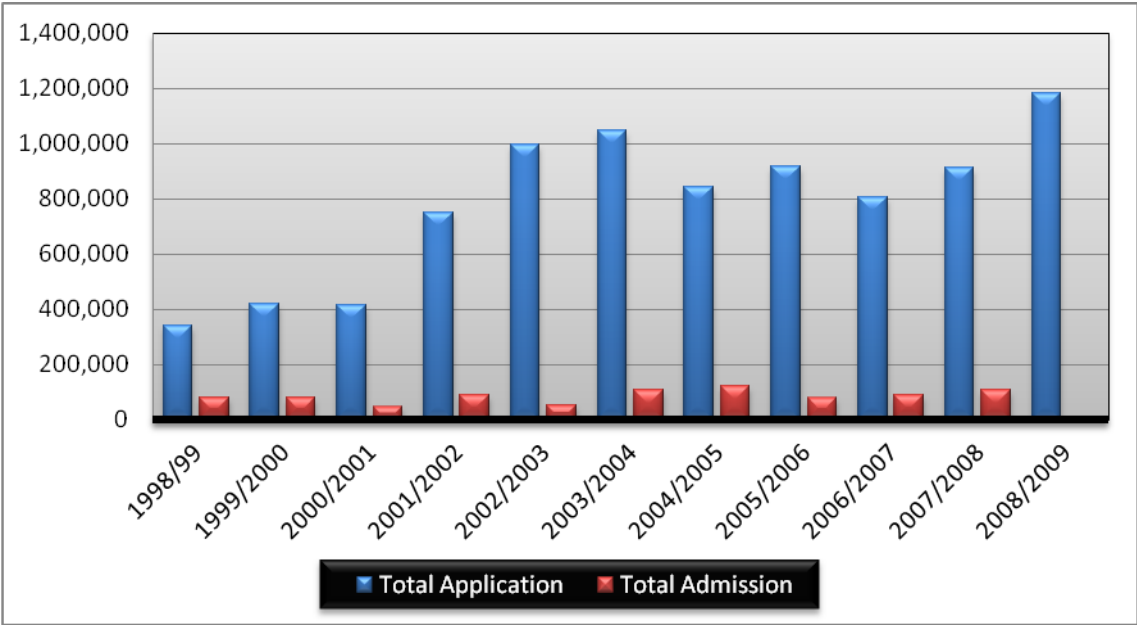
⁴⁷³ Obasi, I. N. & Eboh, E. C. 2004. *The Cost-Sharing Dilemma in Nigerian Universities: Empirical Lessons for Policy Adjustment*. In Zeleza, P. T. & Olukoshi, A. (Eds.) *African Universities in the Twenty-First Century*. CODESTRIA. South Africa: UNISA Press. 159-160

Table 4.1: Statistics of Applications and Admission in Nigeria Universities 1998/99-2008/2009

Academic Year	Number of University	Total Application	Total Admission	% Admitted	% not Admitted
1998/1999	43	340,117	78,550	23.1	76.9
1999/2000	45	417,773	78,550	18.8	81.2
2000/2001	46	416,381	45,766	11.0	89.0
2001/2002	52	749,417	90,769	12.1	87.9
2002/2003	53	994,381	51,845	5.2	94.8
2003/2004	54	1,046,103	104,991	10.0	90.0
2004/2005	56	841,878	122,492	14.6	85.4
2005/2006	75	916,371	76,984	8.4	91.6
2006/2007	76	803,472	88,524	11.0	89.0
2007/2008	94	911,653	107,320	11.8	88.2
2008/2009	95	1,182,381	N/A	N/A	N/A

Source: JAMB Application and Admission Statistics (1998-2008) cited in Ukertor, 2010

Figure 4.1: Graph showing the Total Applications and Admission in Nigeria Universities, 1998/1999-2008/2009



The table 12 and the graphical interpretation reveal that the percentage of students offered admission into various public universities during the period under consideration vary between 5.2% (2002/2003) and 23.1% (1998/1999). The table clearly shows the trend in the increment of students that were not admitted into the universities generally (both public and private) in Nigeria. The issue is that in assessing the differences between the application received and number of admission given on the table above, one could say that the outcome of the JAMB's results could either be that the high percentage of those on the list of unadmitted applicants did not meet up with the cut-off marks. While on the other hand, it could be simply put that it was a calculated attempt by JAMB to reduce the number of candidates trying to secure admission into Nigerian university due to inadequate facilities in the these universities.

In same vein, over the decades, the population of Nigerian keeps increasing geometrically which implies that the population of teeming youths who are qualified for university education is on continual increase annually. Thus, the emergence of private participation in universities education was to complement the efforts of the government which hitherto establish and finance the sector. They therefore, absorb as many candidates as possible though this largely depends on the financial capability of the interested parents or students.

4.3.2.9 Reduction in Brain Drain

Brain drain simply means movement of highly qualified personnel from one country to another in search of better job.⁴⁷⁴ One of the reasons for the movement of highly qualified professionals especially in the academia in Nigeria was poor condition of service. According to Osagie, available statistics shows that a total number of 883 lecturers and professors left the universities between 1992 and 1995, out of 12,977.⁴⁷⁵ The percentage loss of 6.8 within a period of three years is significant for a developing country where the replacement rate is very low. The brain drain resulted out of the desire to boost earning power; to satisfy professional

⁴⁷⁴ Olukoju, A. The crisis of research and academic publishing in Nigerian universities. In Olukoshi, A. & Zeleza P. T. Eds. 2004. *African universities in the twenty-first century*. South Africa: UNISA Press. 366

⁴⁷⁵ Osagie, A. U. 2009. *The development of private Universities in Nigeria: change and choice*. Benin: Rawel Printing Press. 9.

challenges in an environment where facilities are available; and to escape the atmosphere of staleness in the country.⁴⁷⁶

With the participation of the private individual, there has been an enormous reduction in the brain drain as experienced in the years before private universities in the country were established. Consequently, from the inception of private universities in Nigeria in 1999, the public university system has been able to retain its qualified hands in the sector. Instead of these qualified personnel to move out of the country in search of better jobs, they prefer to join the private university sector. They either go on sabbatical, part-time or on a full time basis because of the attractive salary, more so, these universities need this class of people to advertise their universities, and to also facilitate the accreditation of courses/programmes. In addition, Ayeni submits that the presence of private universities in the tertiary landscape of the country have led to restoration of the intellectual stature and pride hitherto associated with the Nigerian university system.⁴⁷⁷ He explains that in 2005, when accreditation exercise was conducted on the Nigerian university system by the National Universities Commission, no programme was denied accreditation in the private universities.

4.3.2.10 Improved Market Ideology

The fact that private universities continue to expand is an indication that the sector is receiving public acceptance especially on courses offered that enable their students to get jobs as most of them float employment-oriented courses. Our study reveals that some of their graduates could be found in almost all the sectors of the economy. These include Banking, Organisations, and Companies (both at local and multi-national levels).

It is worth mentioning that the rise of the market ideology, the withdrawal of the state from social provision and the institutionalisation of cost recovery in the social sector cannot be undermined. These combinations of factors incapacitated the existing public universities in meeting the extended scale and variety of demand of higher education research required of them. Ayeni states that there are new institutional forms such as part-time, evening classes,

⁴⁷⁶ Osagie, A. U. 2009. *The development of private Universities in Nigeria: change and choice*. Benin: Rawel Printing Press. 10.

⁴⁷⁷ Ayeni, O. 2008. Private University System: The Path to Viable Education in the New Millennium. In Akintayo, M. O. & Oghenekohwo, J. E. private initiative in university education investment and the context of millennium development goals. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for millennium development. Essay in honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 537

and distance education which became prominent. Our study further finds that most students that complete their courses of study from these institutions set up private organisations, and they are employers of labour. Most of these universities have as well provided jobs to several persons either as lecturers or in the administrative officers.

4.3.2.11 Infrastructural Development

It is common knowledge that infrastructural development is very important in the creation of favourable setting for teaching, learning and research events and aesthetics in a university. This study reveals that most of these universities strive to equate themselves with world class state-of-the-art edifice. Most of them have woken up to the responsibility of providing infrastructural needs of both the members of staff and the students. Infrastructural development however, becomes a significant tool in shaping and molding future leaders' minds. As a matter of emphasis, some of these universities proprietors work tirelessly to ensure that their universities are accorded due regards when it comes to this development. While asked reasons for investing so much in the aesthetics life of their universities. Their response was common. To them, conducive environment boasts the morale of both the learner and the teacher,⁴⁷⁸ it attracts prospective students, enhances academic development and the likes. Also, it is noted in this study that as parts of requirements for siting a university, the National University Commission (NUC) has policy statement as regards infrastructural development.

4.3.2.12 Students' Enrolment Profile

While comparing the current student environment to what was obtainable at the inception of their universities, the interviewees testified that they are experiencing extraordinary increase in the numerical strength of students' enrolment. For instance, the table below shows the students' enrolment profile in the private universities in Nigeria as at December, 2015

⁴⁷⁸ Examples of private universities such as Baze, Abuja; American University of Nigeria, Yola; Igbinedion, Okada; Covenant, Sango-Ota; Nile, Abuja; Afe Babalola Ado-Ekiti to mention but few

**Table 4.2: Students' Enrolment Profile for Private Universities in Nigeria as at
December, 2015**

S/N	University	Year	Enrolment at inception	Enrolment at 2015
1	Igbinedion University, Okada, Benin-City, Edo State.	1999	111	5,036
2	Madonna University, Okija, Anambra State.	1999	102	Over 1,000
3	Babcock University, Ilisan Remo, Ogun State.	1999	1,006	8,734
4	Bowen University, Iwo, Osun State.	2001	506	Over 7,000
5	Covenant University, Canaan Land, Ota, Ogun State	2002	1,500	Over 7,000
6	Pan-Atlantic University, Lagos, Lagos State.	2002	27	Over 1,000
7	Benson Idahosa University, Benin City, Edo State.	2002	400	Over 1,000
8	American University of Nigeria, Yola, Adamawa State.	2003	124	Over 1,000
9	Redeemer's University, Ede, Osun State.	2005	472	2,642
10	Ajayi Crowther University, Oyo, Oyo State.	2005	306	Over 1,000
11	Al-Hikmah University, Ilorin, Kwara State.	2005	70	3,000
12	Caritas University, Amorji-Nike, Enugu, Enugu State.	2005	250	Over 2,000
13	AL-Qalam University, Katsina, Katsina State.	2005	225	Over 1,000
14	Bingham University, Karu, Nassarawa State	2005	410	1,780
15	Renaissance University, Ojiagu-Agbani, Enugu, Enugu State.	2005	670	1,500
16	Bells University of Technology, Ota, Ogun State.	2005	49	2,190

17	Lead City University, Ibadan, Oyo State.	2005	509	3,894
18	Crawford University Igbesa, Ogun State	2005	235	1,500
19	Crescent University, Lafenwa, Abeokuta, Ogun State.	2005	150	1,200
20	University of Kwararafa, Wukari, Taraba State.	2005	61	1,850
21	Novena University, Ogume, Delta State	2005	35	Over 3,500
22	University of Mkar, Gboko, Benue State.	2005	90	2,500
23	Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	2006	88	3,500
24	Caleb University, Imota, Ikorodu, Lagos State.	2007	141	295
25	Fountain University, Oke-Osun, Oshogbo, Osun State.	2007	200	813
26	Obong University, Obong Ntak, Cross River State.	2007	309	1,280
27	Salem University, Lokoja, Kogi State.	2007	186	1,100
28	Tansian University, Oba, Anambra State.	2007	28	870
29	Veritas University, Abuja, FCT.	2007	770	5,009
30	Wesley Univ., of Science & Tech. Ondo, Ondo State.	2007	38	980
31	Western Delta Univ., Oghara, Delta State.	2007	52	1,358
32	The Achievers University, Owo, Ondo State.	2007	126	999
33	African Univ., of Science & Tech., Abuja, FCT.	2007	1,590	4,848
34	Afe Babalola University, Ado Ekiti, Ekiti State.	2009	380	7,600
35	Godfrey Okoye University Ugwuomu-Nike, Enugu State	2009	214	1,500+
36	Nigeria Turkish Nile University, Abuja, FCT.	2009	490	3,590

37	Oduduwa University, Ile-Ife, Osun State.	2009	740	8,945
38	Paul University, Awka, Anambra State.	2009	435	2,780
39	Rhema University, Obeama-Asa, Rivers State	2009	672	1,940
40	Wellspring University, Evbuobanosa, Benin-City, Edo State.	2009	405	2,370
41	Baze University, Abuja, FCT.	2011	850	8,907
42	Landmark University, Omu-Aran, Kwara State.	2011	100	3,500
43	Samuel Adegboyega University, Ogwa, Edo State.	2011	98	1,380
44	Adeleke University, Ede, Osun State.	2011	42	2,100
45	Gregory University, Uturu, Abia State.	2012	28	309
46	Southwestern University, Okun-Owa, Ogun State	2012	13	420
47	Elizade University, Ilara Mokin, Ondo State	2012	30	269
48	Evangel University, Akaeze, Ebonyi State	2012	19	285
49	McPherson University, Seriki- Sotayo, Ogun State	2012	26	673
50	Augustine University, Ilara, Ogun State	2015	17	17
51	Chrisland University, Owode, Ogun State	2015	210	210
52	Christopher University, Mowe, Ogun State	2015	10	10
53	Hallmark University, Ijebu-Itele, Ogun State	2015	18	18
54	Kings University, Ode-Omu, Osun State	2015	20	20
55	Michael & Cecilia Ibru University, Agbarha-Otor, Delta State	2015	56	56
56	Mountain Top University, Ogun State	2015	100	100
57	Ritman University, Ikot Ekpene, Akwa-Ibom State	2015	91	91
58	Summit University, Offa, Kwara State	2015	48	48

59	Edwin Clark University, Kiagbodo, Delta State	2015	29	29
60	Hezekiah University, Umudi, Imo State	2015	42	42

Source: information from websites of these universities and field survey at the NUC, June-August, 2017

The table 4.2 above shows that available statistics indicate that enrolment in the private universities at their inception was low. However, there is substantial potential for progression based on differences of statistics, when compared to the enrolment at their inception, and what was obtainable as at December, 2015. The case is, however, different for some universities that were newly approved (2015) which could not boast of large number of students. This may have connected with their newness in the business probably students were skeptical of having them as choices.

In addition, the result on the table above shows that there is steady increase in the rate of both students' enrolment statistics and number of private universities. This would have resulted from the appearance of private university that have started meeting the yearning demand of the societal needs. Thus, these universities cater for the ever increasing number of candidates desiring university education which however depends to a reasonable extent on the financial capability of the students and parents. This suggests that as much as there is constant progressive patronage of this sector, more prospective proprietors would move into the business. In summary, one could say that private university in Nigeria is gaining societal acceptability, as well as meeting the national goals aim of university education in the country.

4.3.2.13 Promotion of Entrepreneurial Studies/Trade Subjects

Omosho explains that the individual participation in developing university education in the country has brought about new management and institutional culture into our university system. He says this is a new culture with greater focus on technology dissemination, and working through diverse set of entrepreneurial studies.⁴⁷⁹ He concludes that private universities did not only come at a period when standard of education in the country was dwindling and shrinking, but it also presents new policy challenges that reflects the role of the public sector in education management in Nigeria.

Similarly, Ayeni notes the provision of multi-disciplinary based programmes which take cognisance of the provision of 2004 National Economic Empowerment Development

⁴⁷⁹ Omosho, M. O. Private Sector and University Education system in Nigeria: A Review and Synthesis. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for millennium development. Essay in honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 514

Strategy (NEEDS) to promote social, economic and manpower development of the country.⁴⁸⁰

Ayeni thus, notes that

... Lead City University, Ibadan, Oyo State makes it compulsory for all her students to register with professional bodied in their various disciplines; the Pan-Atlantic University, Lekki, Lagos State in 2003 established Enterprise Development Services (EDS) unit to provide business development services to entrepreneurs and owners of small and medium size ventures. These services help EDS members to develop competencies to manage and grow their businesses; provision of aesthetic physical environment that is conducive for teaching and learning. Covenant University, Sango Ota, Ogun State is a good example; the Pan-Atlantic University, Lagos State has also been able to increase her reputation as one of the leading universities in Africa and has been recognised as the preferred venue for regional conferences and workshops; new innovations in the provision of science and technology, as demonstrated by the Medical Laboratory at Igbinedion University, Okada in Edo State, the Engineering and Mechanical Workshops at Covenant University, Ota Ogun State to mention but few are evidences that private universities are poised to rise to the challenge of training high quality science and technology as well as medical students.⁴⁸¹

4.3.3 Private Universities and Manpower Development in Nigeria

In examining educational venture aiming at appraising its contribution to societal development entails a systematic analysis of education as a whole. Ajayi says education is not just an end in itself but a means to an end.⁴⁸² Nwagwu further states that there is a universal acceptance

⁴⁸⁰ Ayeni, O. 2008. Private University System: The Path to Viable Education in the New Millennium. In Akintayo, M. O. & Oghenekohwo, J. E. private initiative in university education investment and the context of millennium development goals. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for millennium development. Essay in honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 536

⁴⁸¹ Ayeni, O. 2008. Private University System: The Path to Viable Education in the New Millennium. In Akintayo, M. O. & Oghenekohwo, J. E. private initiative in university education investment and the context of millennium development goals. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for millennium development. Essay in honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 536-538

⁴⁸² Ajayi, S. A. 2015. *A history of Bowen university: an account of the conception, Birth and Early Years of Africa's premier Baptist university*. Ibadan: BookWright Publishers. 164

of education as a form of investment in human beings, which yields economic benefits or returns and they “contribute to a nation’s future, wealth, and development by increasing the productive and consumptive capacity of its citizens.”⁴⁸³ Thus, the emergence of private universities has become a vital component in the history of university educational system in Nigeria.

Furthermore, since the inception of second phase of private university in Nigeria in 1999, some of these private universities have maintained a consistent reputation of seeking to maintain a high relevance to societal development needs. Most of these educational ventures should therefore, be seen as a form of societal and economic investment, the potential benefits of which, would in the short, medium and long run justify the enormous sums of money pumped into it by the founding fathers and that of the general goodwill of the society.

The emergence of private university in the county has had tremendous effects on manpower development and character training [especially the faith-based ones]. This work reveals that products of these universities form the *roll call of honour* of those contributing to the societal development/nation building in the last one decade. We find out that the presence of graduate of these universities could be traced to nearly all the sectors of the economy. In corroboration, Nwachukwu, Adeleye, Aghedo maintained that their products are well placed in various sectors of the economy. Adeleye, further asserted that "we train them not as job-seekers but as job-creators. Some of our products having been exposed to qualitative university education of world-class standard, they stand-tall in their various fields of endeavours. The report we get from them from time to time brings credit on our university which we are very proud of."⁴⁸⁴ Ajayi further corroborates the argument when he says as a matter of fact, one of the Bowen's greatest contributions to the larger society as far as her attempt at nation building is concerned lies in the production of highly-rated human resources. To him, Bowen University steadily produces well-trained graduates in various fields of specialisation. He states further that reports on Bowen graduates have been satisfactory, lending credence to the

⁴⁸³ Nwagwu, N. A. 1975. Universal primary education in Nigeria: issues, prospects and problems. Benin-City: Ethiope Publishing Corporate. 136. For further reading, Ajayi, S. A. 2014. *A history of Bowen university: an account of the conception, Birth and Early Years of Africa's premier Baptist university*. Ibadan: BookWright Publishers. 165

⁴⁸⁴ Adeleye, Adetunji. Head Of Department, Corporate Affairs Unit, Redeemer’s University, Ede. 3/08/2017

fact that the young university's degrees compete favourably with those of longer established universities in the country.

The current study reveals that, the visions of most of these universities aim at creating visible *light at the end of the tunnel*. Hence, apart from graduating well groomed graduates who are capable of contributing to the development of the society, they would equally be employers of labour, instead of being job seekers. To achieve this, most of them have in their curriculum, courses that are related to the development of entrepreneurial skills as well as career-oriented, and job-related programmes that prepare students for the labour market. It is expedient at this juncture to state that a number of graduates from some of these universities are fulfilling this mission. According to Nwachukwu, Achor, Aghedo, Adeleye, among others, some of these graduates have established their businesses where they have employed people that are working for them. This is quite impactful in a society where the issue of unemployment is public knowledge, and remains topical issues which are of great concern to all and sundry.

In the same vein, private university plays a fundamental role in national economic growth and advancement, which according Ayeni, is made up of a 'public good', that serve a broad social purpose which goes far beyond economic and individual enhancement benefits.⁴⁸⁵ According to him, other benefits the nation derives from involving private sector in providing higher education include; the advancement of social justice; the quest for knowledge more than marketable ends; expansive skills across the entire population; and training of learned as well as decisive citizen.⁴⁸⁶ Consequent upon the private sector intervention, the university education has increased access to short and long-term technical training in company laboratories. One of such is entrepreneurial studies that have been one of the basic benefits of the private sector participation in the higher education system.

⁴⁸⁵ Ayeni, O. 2008. Private University System: The Path to Viable Education in the New Millennium. In Akintayo, M. O. & Oghenekohwo, J. E. private initiative in university education investment and the context of millennium development goals. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for millennium development. Essay in honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 538-539

⁴⁸⁶ Task Force on Higher Education and Society. 2000. *Higher education in developing countries : peril of promise*. Harvard Institute for International Development. Distributed by the World Bank. Washington, D. C.; Singh, M. 2001. 'Introduction in Reinserting the public Good into Higher Education. Council for Higher Education Discussion. Series 1. Cited in Ayeni, O. 2008. Private University System: The Path to Viable Education in the New Millennium. In Akintayo, M. O. & Oghenekohwo, J. E. private initiative in university education investment and the context of millennium development goals. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for millennium development. Essay in honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 539

In addition, there are a lot of ventures and extension services embarked upon by some of these universities though differs from one university to another as a result of financial strength of each of them. By this, the students have been major beneficiaries in terms of practical skill acquisition. For instance, Osaghae⁴⁸⁷ stated that, at Igbinedion University, as part of internally generated revenue, the university established water factory, bakery, block industry and the likes. Apart from generating additional income for the university, students also use those centres as skill acquisition centres to practicalise what they have been taught theoretically in the class. The statement was corroborated by Anchor. She said that the government, having realised the pathetic state of unemployment in Nigeria, the National Universities Commission in her wisdom introduced and incorporated entrepreneurial studies into the university curriculum [both private and public]. To her, this would help students to discover their area of strength and passion in skill acquisition. This is very significant because in the course of searching for white-collar jobs after their graduation, they could have something to fall-on and not depend on parents for sustenance. According to her "some that started like this have become employers of labour and not job-seekers which means they have started contributing to the economic develop of this nation."⁴⁸⁸

Ajayi clearly articulates that one of the benefits of entrepreneurial studies is the Bowen University Solar Energy Research and Application Centre (BU-SERAC) programme under the auspices of the Department of Physics and Solar Energy.⁴⁸⁹ The programme had contributed greatly to giving Nigerian youths appropriate skills and scientific understanding which modeled many into being job creators and not job-seekers, thus, helping to reduce greatly, the menace of youth unemployment which has become part of Nigeria's national encumbrance.

Osaghae also states that private universities have contributed and are still contributing to manpower development in Nigeria. He added that their impacts are not limited to the shore of the country but extends to other part of the world. He noted that the products of these institutions within their few years of existence cannot be pushed aside. According to him,

⁴⁸⁷ Telephone interactive session with Prof. Eghosa Osaghae, the Vice-Chancellor, Igbinedion University, Okada, Edo State. 14-08-2017

⁴⁸⁸ Oral interview with Mrs. Achor, Laretta N. Deputy Director, Monitoring and Inspection Department, National Universities Commission (NUC). 24-08-2017

⁴⁸⁹ Ajayi, S. A. 2014. *A history of Bowen university: an account of the conception, Birth and Early Years of Africa's premier Baptist university*. Ibadan: Bookwright Publishers. 167

Igbinedion University was the first private university in Nigeria and Africa to produce qualified Medical Doctors, Engineers, Lawyers⁴⁹⁰ and so many qualified professionals in their various fields of endeavours.

Most importantly, some faith-based universities placed emphasis on producing graduates that are substantially different from their secular counterpart by instilling the fear of God through fellowships periodic counseling, morning and evening services, close monitoring of both their moral and spiritual life etc, In all areas of human endeavours, they are ambassadors of their cultural heritage in particular and the religious (Christian and Islamic religion as the case may be) tenets as a whole. Most of their products are imbued with integrity consciousness, responsibility, vision and diligence as well as academic, moral and spiritual excellence.

4.3.3.1 Staff Capacity Development and Welfare Scheme

Manpower development is a two-way-gang discussion. In this context, it discusses both the members of staff and the students. Thus, staff development can be described as the practice by which members of staff of an organisation improve their skill to ensuring profitability of their roles in such an office. It can equally be described from the standpoint of the developer, owner and for whom it is being developed. Staff-development can also be described as self-development with the chief aim of meeting up with the demands of all individuals involved in the process within the frameworks that are guided by critical questions and practice.⁴⁹¹ It is concerned with monitoring of workers' progressive movement within the organisation in which they work for the benefit of oneself, the organisation and the society they found themselves. In this regards, manpower development is more concerned with contributing to the effectual education provided for the students as well as the accomplishment of university aims which are basically teaching, learning and research.

⁴⁹⁰ Telephone interview with session with Prof. Eghosa Osaghae, the Vice-Chancellor, Igbinedion University, Okada, Edo State. 14-08-2017

⁴⁹¹ See, Webb, G. 1996. *Understanding Staff Development*. Buckingham: Open University Press. Cited in Kuranga, S. A. Oladosu, A. G. A. S. Adedimeji, M. A. & Okojie, R. O. in Ijaiya, N. Y. S. 2015. Ed. *University of Ilorin at 40; the soaring eagle*. Ilorin: University of Ilorin Press. 116.

Our study reveals that some private universities embark on staff development programmes.⁴⁹² They support their staff to get postgraduate degrees from both the local and international universities. The scholarship award and Learned Conferences Schemes are open to both the teaching and non-teaching staff. They are sponsored to conferences, seminars, symposia and the likes to enhance their academic development which in turn promotes the educational advancement and know-how of participants. All was done to improve the academic standards of these universities so as to compete favourably with other universities outside the country.

This work further reveals that at the inception of most of these universities, they had the challenge of limited academics especially to retain quality ones and to sustaining excellence. Therefore, in order to get them retained and sustain qualified ones, they have willfully provided the essential favourable environment and demonstrated loyalty to staff welfare. The Management of most of private universities ensure staff promotion as and when due. Most of their total well-being is catered for, through the provision of facilities health care. The needs of staff immediate families, including their dependants were given ultimate priority. Security is treated with utmost priority. Hence, life and property are guaranteed while municipal and recreational facilities extended to them are at moderate charges.

It is further revealed that some of these private universities have attractive conditions of service (though few of them are still deviant). The scheme of service provides salary scale and fringe benefits, criteria for promotion etc in comparison with the conventional universities. Their aim of doing this was, to attract qualified lecturers as well as to retain them. In many cases, they have adopted the regulations governing the overseeing condition of service as agreed and stipulated by the Academic Staff Union of Universities in the country and the Federal Government.

This study equally discovers that in some cases, there are few universities that pay higher salaries to their employees than the public ones. Redeemer University is an example of such universities. Staff remuneration was very high compared to most of the private universities in the country. According to Adekeye, “what we operate in Redeemer University is federal government salary scale with little addition to the money that makes it higher than

⁴⁹² This statement is being supported by our interviewees at Redeemers’ University, Ede, Osun State, Babcock University, Ilisan-Remo, Ogun State, Caritas University, Amorji-Nike, Enugu State and Baze University, Abuja

the Federal Government salary scale”.⁴⁹³ This makes majority of the staff not to be keen on working with the conventional universities. Though, there are few exceptional cases as there are some of them that does not place high premium on staff welfare scheme.⁴⁹⁴

In addition to the above findings, this study reveals that most of these universities make use of private pension administrators. This means that workers would have easy access to transfer their pension funds without the fear of losing job or being in job bound with a single employer. Virtually, all the interviewees testified to this assertion. According to Egwuonwu, the welfare package at Babcock University was okay, even though people are clamouring for more. It is not surprising then, that Crawford University staff enjoy this dividend.

This work further reveals that there was no difference in the monthly salary of those working in the conventional universities and those working in the Bells University of Technology. In the words of Olurin, “I enjoy working in this university as there is no difference between this university and the conventional universities system in terms of salary structure and general conditions of service.”⁴⁹⁵ This assertion also corroborated by Tafa, who explained that the university tries as much as possible to retain its staff by paying adequate attention to good conditions of service, prompt payment of emoluments, as well as exposure to manpower development/trainings locally and at international levels.

While Agbaje attested that at different management meetings, staff welfare issues are mentioned, our study reveals that the university management pays a little less than the federal government salary scale. The management also provides free and well equipped accommodation facilities for all the members of staff within the Foursquare Camp. To further stress this, Agbaje stated that members of staff are using all amenities in the camp without paying a dime, making the facilities available at no cost.⁴⁹⁶ This is contrary to the advice given by our mentor, that is, the University of Ibadan, that nothing should be free. According to Agbaje, “our mentor university advises that our management should introduce payment of a token now, otherwise, it might be difficult to introduce such in the nearest future”.

⁴⁹³ Interactive session with Pro. Kayode Samuel Adekeye, Deputy Chancellor, Redeemer University, Ede. 31/08/17

⁴⁹⁴ Most interviewees who are members of staff of private universities declined to mention their names for confidentiality sake. Thus, claiming anonymous

⁴⁹⁵ Oral interview with Mr. Olurin, T. The Head of Department, Food Sciences, the Bells University of Technology, Ota, Ogun State. 13/03/13.

⁴⁹⁶ Interactive session with Mr. Agbaje, G.O.K. The Principal Assistant Registrar, McPherson University, Seriki Sotayo, Nigeria. 12/04/13.

Likewise, Igbinosa stated that at Igbinedion University, the management does not joke with the welfare of her members of staff. The system avails the university staff the opportunity to develop themselves. Also, there is provision of accommodation within the campus for them as the University is sited in a remote village but even at that, all members of staff are residential within the campus with world class amenities.⁴⁹⁷ Her statement was corroborated with the response of the Vice-Chancellor of the university. According to him, staff children/wards attend the Staff School built by the University at a subsidiary rate compared to the fees collected from other children/wards whose parents are not working in the University. Also, staff patronage of the University Teaching Hospital is charged at a very low rate while there is provision of cooperative society as well as availability of a pool of pension managers from which members of staff are at will to choose from.⁴⁹⁸

There are many Pension Fund Managers that manage pensions for people while in the active service. The fear of how to transfer condition of service is no longer the headache of members of the staff especially those lecturers that are offered better job opportunities in the private universities. In the words of Egwuonwu,

We have Leadway Assurance as our Pension Administrator in this university. We also have Alcop –Alumni Cooperative, for those who graduated from here. In addition, we have what we call Babcop –Babcock Cooperative. As a member, you are entitled to yearly bonus, loans, and some other emoluments. As much as possible, the university ensures that whatever the level of payment of old staff may be, before joining the university, it is improved upon in order to retain them. Therefore, with all these on ground, there is no need for eyeing conventional universities.⁴⁹⁹

⁴⁹⁷ Oral interview with Mrs. Irene Igbinosa. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017

⁴⁹⁸ Interactive session with Prof. Eghosa Osaghae, Vice-Chancellor, Igbinedion University, Okada, Edo State. 14-08-2017

⁴⁹⁹ Oral interview with Egwuonwu, O.K. Senior Assistant Registrar, Babcock University, Ilisan Remo, Ogun State. 10/02/13. This statement was also corroborated by the interview conducted with Mr. S. A. Ilupeju, Deputy Registrar Academics, Bowen University, Iwo. 02/08/2017

Ojo, Aghedo, Nwachukwu, Tanko, Fatogun, Aderibigbe, Ojo, Igbile, Efam and a host of others opined that the university management liaises with pension administrators which all members of staff register with. They said that “gone are the days when one was bound with one’s employer because of the issue of pension. These days with the advent of private pension managers, one could decide to leave one’s job for a better one at will and one’s pension manager still remains.”⁵⁰⁰

In addition to the pension scheme, there are cooperative societies that are organised and controlled by the members of staff, which afford them access to soft loans for their personal economic development. This study reveals that in most private universities in Nigeria, members of staff claimed to have a good package from their Cooperative Societies,⁵⁰¹ The society in each university reaches out to its members through car refurbishing loans, which attract minimal interest or near-total interest-free mode as well as equitable distribution of benefits. “At McPherson University, we have a Multipurpose Cooperative Society within few months that this university came on board. The Society has touched different lives positively, within its few months of operations, members have bought, generators, phones, car and so on.”⁵⁰²

However, there are universities that do not care so much about the welfare of their staff. Category of this university also, pays much less salary compared to their counterparts other than private universities. One of the lecturers at Crescent University who claimed anonymity noted that “the salary is nothing to write home about. The gap between what we collect here as salary and that of what is obtained in the conventional universities is too wide.” He added that sometimes, he regrets his actions by picking a job with the university but sometimes he appreciates his stay. He stated further that if he had the opportunity to pull out

⁵⁰⁰ Interactive session with Ojo Abayomi, the Deputy Registrar Crawford University Igbesa, Nigeria. 13/03/13, Interview, Dr. Oshioeamhe Aghedo, Dean Student Affairs, Baze University, Abuja. 05/08/2017, interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017, interactive session with Dr. Nuradeen Tanko, Director Academic Planning, Nile University, Abuja. 5/08/17, interview with Mrs. Fatogun, A. T. Registrar, Ajayi Crowther University, Oyo, interview, Barr. Wale Aderibigbe, the Registrar, Joseph Ayo Babalola University, Ikeji-Arakeji, interview with Ojo, Emmanuel. The Registrar, Southwestern University, Okun-Owa, Nigeria. 21/03/13, interactive session with Dr. Mark Osama Ighile. The Ag. Director of Academic Planning Unit, Benson Idahosa University, Benin-City. 18/10/2017 & interactive session with Barr. Edith Efam, Registrar, Wellspring University, Benin-City

⁵⁰¹ Interactive session with Mrs. Irene Igbinoso. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017

⁵⁰² Oral interview with Mr. Agbaje, G.O.K. Deputy Registrar, McPherson University, Seriki-Sotayo, Ogun State. 11/04/13.

of the system, he would not consider the option for the time being. He further expressed that, “being a Muslim, I see it as a means of giving my professional support to the development of the university.” He concluded by saying that he would not hesitate to leave for a better job offer in the conventional university system immediately the system is stabilised.

4.3.4 Private Universities and the Promotion of Morality among Nigerian Youths

Morality can be described as principles concerning rights and wrongs or good and bad behaviour, the degree to which something is good or bad, right or wrong, and the likes. Moral can also be described as pertaining to one’s ability to conduct, what is concerned with the rightness and wrongness of thought, action, acting in accordance with the law of right and wrong and how people should behave.

The birth of private university in Nigeria was greeted with the hope of maintaining moral standards in the universities especially those owned by their faith-based ones as a result of character building being one of the motives behind the justifications for their establishment. The general public has repose in them in salvaging the trend in the decline of university education in the country. Thus, most of these universities put in place Disciplinary Committee which are sometimes referred to as Students/Staff Disciplinary Committee. Cases such as examination malpractice, drug usage, theft, fight in the hostel, indecent dressing, pornography, fornication, and other social ills though not alien but are put under control.⁵⁰³ As anyone found guilty would be warned, suspended or rusticated though depending on the magnitude of the offence.

This study finds that most of the privately owned universities, especially the faith-based ones in Nigeria, made the universities’ environment student-lecturer friendly. Students see their lecturers as mentors and confidants in whom they can entrust their personal and academic affairs without fear or intimidation. This is against the backdrop of many of the public universities where the gap between students and their lecturers is very wide in approach or expression. In addition, most private universities in Nigeria, especially faith-based ones are raising up human resources that are integrity conscious, responsible, visionary and diligent. Thus, “in a bid to achieve these objectives, it becomes compulsory for students to attend

⁵⁰³ Telephone interview with Mrs. Josephine Olowu. Department of Sociology, Faculty of Arts. Bingham University, Karu. Nassarawa State. 08-04-2019

services at the University Chapel. “After graduating from Crawford University, you cannot go alone with knowledge, we would have succeeded in planting in you the fear of God, attributes of hard work and diligence. And, by the time you have all these virtues; they translate to the progress development of the Nigerian society.”⁵⁰⁴

Information gathered has it that Redeemers University designs her curriculum contents in a special way. The contents were planned not only for students to be skilled in their areas of specialisation, but instilled better orientation. This is done to equip them to become better citizens and have respect for Nigerian culture and values. According to Adekeye, “we try to make them realise that they are not just being trained, but to be godly in everything they do.”⁵⁰⁵ He explained that Nigerian society has been infected with social-ills that manifest in virtually all the spheres of the society, but the university is making decisive efforts within its capacity to turn out good and responsible graduates that would have positive impact on the society. In his words, “students are not just here to become professionals but to impact the society for the better”. Thus, attributes such as discipline and right attitude to life, intercultural relationship among the students are well promoted.

We equally found at Bells University of Technology that students were allowed to organise social clubs. These clubs organise series of social activities even though, these activities were not permitted to exceed 11.00 pm. The clubs were permitted to organise excursion, and sporting activities where they organise activities such as friendly matches between departments/faculty within the campus and with other universities. As a way of touching lives or reaching out to the less privileged, these clubs on periodical basis pay visits to orphanage homes to donate materials and money.

Similarly, at Covenant University, students are admitted from all walks of life, irrespective of race, colour, and ethnic background, among others. It was reported that the university’s graduates interact with people beyond ethno-religious and political lines. This has, to a large extent, fostered sound, and healthy relationship with other people of diverse race with the chief aim to making the society conducive for living. Sampling of students’ opinion further strengthened the justification that the culture of decency, morality, focus, determination, creativity, and skills are well promoted to instill acceptable behaviour in the

⁵⁰⁴ Oral interview with Ojo Abayomi. Deputy Registrar and the Director Corporate Affairs Department, Crawford University, Igbesa. 14/03/13.

⁵⁰⁵ Oral interview with Dr. Adekeye, K. S. Redeemer’s University, Mowe. 11/04/13.

life of the students. It is also registered that all these are fostered by stable academic calendars. In addition, serene environment of private universities enhances the fusion of culture and civilisation, especially that of Yoruba culture. For instance, students of these universities reiterated that the universities afforded them the opportunity to gain access and to learning the socio-cultural values of different cultural affinity that exist in the country.

According to Ilupeju,

“the policy of the university not to build an aristocratic society is enforced. If you've gone round, you will notice that you have not seen students driving their own personal cars or riding their bikes. That's part of the University policies. As a student, you cannot bring your car or bike even if you have dozens at home. All these are done to create leverage. Everyone goes in the campus shuttle. We have buses and cabs, go in it and feel like just any other person. So, the lapses in the public institutions necessitated the coming up of private institutions. As such, some of the vices noted in the public are not allowed to creep into the private system.⁵⁰⁶

Our study further reveals that the activity of Students' Union Government is prohibited in all the private universities in the country. The available alternative to this is, the Students' Representative Council. The only avenue for students gathering where students' issues are discussed. Nonetheless, students' leadership qualities and skills are developed in diverse ways while they are undergoing their academic trainings. This definitely has its advantages, which include:

4.3.4.1 Zero Tolerance for Anti-Social Activities

⁵⁰⁶ Interactive session with Mr. Ilupeju, S. Adebayo. Deputy Registrar Academics, Bowen University, Iwo. 02/08/17

Cultism, being one of the vices that characterised the public universities in Nigeria, resulted from moral decadence, crave for materialism, policy changes and the lack of mechanism to manage policy change reactions over the years.⁵⁰⁷ The incursion of secret cult into the educational system, especially public ones is a reflection of what is obtained in the larger society. Some of the parents of students involved in the act belong to one secret cult or the other at the macro society. Another factor that encouraged the activities cult groups on campus was the changes in successive government policies. These policies were repressive in nature.⁵⁰⁸ The dissolution of unions especially, Students' Union Government often result in students' organising secret associations for sabotage purposes, while their activities were inundated by violence.

Consequently, the activities of secret cults created an atmosphere of general insecurity, fear, and lawlessness in the university. This was against the pursuit of academic excellence which was the primary objective of most students in the past. The implications therefore, range from cult members intimidating lecturers to pass examinations to inhibition of academic freedom as students could not visit classrooms at night for personal study due to possible attack. These and many other issues propelled the decline in the academic standard in public universities in the country.

The issue of cultism in the public universities further propelled Nigerians to clamour for the participation of private hands in the provision of universities. Moral decadence as experienced in these universities becomes a major reasons, private universities in general and faith-based universities in particular did not permit the activities of Students' Union Government. According to Obasi, constant occurrence of the wanton killings on our campuses by the secret cults with the attendant implications of social ills like raping, armed robbery and the likes are better understood as they posed serious threat to peaceful and conducive learning environment. This is where spiritual and moral training become significant as provided by the private universities through differentiated learning as they are of enormous value to the society...⁵⁰⁹

⁵⁰⁷ Abimbola, J. O. 2006. Causes and consequences of secret cults in Nigeria's education. *Nigeria: contemporary issue*. O. Awolowo and S. I. Fabarebo. Eds. Akure: Don Bosco Printing Press. 102.

⁵⁰⁸ See, Dibua, J. Students and the struggle against authoritarianism in university governance in Nigeria. In Olukoshi, A. & Zeleza P. T. Eds. 2015. CODESRIA. South Africa: UNISA Press. 459-460

⁵⁰⁹ Obasi, I. N. 2007. Analysis of the emergence and development of private Universities in Nigeria, 1999–2006. *Africa JHEA/RESA* Volume 5. Nos. 2 & 3: 20.

Our study further reveals that it is very difficult if not, almost impossible for cultism to spring up, *let alone* blossom in the private universities in Nigeria. According to Olanrewaju, “the presence of private university in the country brought in a novel development in academic environment which does not associate with cultism and academic terrorism.”⁵¹⁰ He explains further that cultism that started in Nigeria in the 1950s by some undergraduates led by Prof. Wole Soyinka as a sheer child’s play has assumed gruesome dimension to the extent that its escapade had claimed several innocent lives and properties of both students and the academic community at large while some lives have remained maimed. More importantly, student activities, behaviour and gatherings in these universities and especially, those established by the religious organisations are under close monitoring. In the words of Okedara, it is difficult for cultism to thrive in private universities, especially those sponsored by religious bodies ...those who cannot abide by such disciplines are advised to seek alternative universities. Of great importance in this regard is the fact that most of the cult students graduate into robbery and violent lives. This group of people therefore, become liabilities and security threat rather than assets to the society. On the contrary, there has not been any private university academic calendar disrupted on the ground of cultism.

Various stakeholders interviewed were optimistic that most of their products (graduates) are assets rather than liabilities to the society.⁵¹¹ This they justified by the moral and intellectual trainings these students had undergone during their undergraduate studies. According to Okubanjo and Aghedo,

“the issue of cultism can never happen here (McPherson & Baze Universities), we know our students by names and characters. The students can never imbibe anti-social behaviour. They have more than enough facilities to accommodate them, none of them is living off-campus, and they are under close-monitoring.”⁵¹²

⁵¹⁰ Olanrewaju, D. *Private universities as the hope of functional university education in Nigeria*. In private university education in Africa: issues and challenges. Aja. G.N.D & Nwaomah, S. M. Eds. Nigeria: Babcock University Press. 17

⁵¹¹ Interactive session with Kamil Kemanci, Registrar, Nile University, Abuja. 5/08/17

⁵¹² An interactive session with Dr. Okubadejo, A.O. As Dean, College of Social and Management Sciences, McPherson University, Seriki-Sotayo, Nigeria. 12/03/13. Interview with Dr. Oshioeamhe Aghedo, As Dean, Student Affairs, Baze University, Abuja, 09/08/2017

The study further reveals that the managements of these universities do not believe that there was cultism, which suggests that there was no trace of cult activities among the students. At Babcock University, it was reported that there was a time, cult activities raised their ugly head but the university was determined to crush them at any given point in time. Therefore, the issue of security in the university was seen as a collective responsibility. Hence, everybody including the students took cognisance of the importance of security. They were encouraged to report any strange movement or co-habitation of anyone or group of persons to be suspicious by alerting the security personnel for prompt action.

The study further confirms that it was not as if cultism was not attempted by some students, but the activity was unable to thrive because the environment was not conducive for such menace. Students and parents were strictly warned against cultism. The interviewees reiterated that any student caught in the act would be given instant expulsion. At the point of admission, students are strongly advised to desist from any association that does not fall in line with their academic pursuit. As part of the admission policy of the university, the age of prospective students were considered. All applicants were screened through interviews that comprised of psychological and other aptitude tests. Even if a candidate passed the entire tests without convincingly passing the psychological test, such an applicant would not be considered for admission. All these were aimed at trimming down the number of students who might probably pose as a *black sheep* among the good ones.

This work reveals that in most of these universities, management had always been on their toes to ensure that cultism does not thrive. In the response of Ojo, “few irresponsible students do smoke. Despite the fact that there is no room for cultism, in this university, some wayward students want to stamp their feet on the sand of time, and the Management does not hesitate to say no. That is a challenge.”⁵¹³ There were also reports that in some private universities, students were expelled due to cultism and other related issues. For instance, at Crescent University, the preceding semester before this research was carried out, between ten and fifteen students were expelled by the University authority over anti-social activities.⁵¹⁴ These activities range from sneaking out for partying, smoking in the hostel, to fighting,

⁵¹³ interactive session with Ojo Abayomi, the Deputy Registrar, Crawford University, Igbesa, Nigeria. 13/03/13.

⁵¹⁴ Interactive session with Kasali, M. A. Head of Department, History and International Relations, Crescent University Nigeria. 15/03/13.

among others. It was revealed that most of those affected must have been warned earlier. Therefore, private universities ensure a paradigm shift from the culture of violence, examination malpractices, cultism and strike actions⁵¹⁵ which have affected the public institutions.

4.3.4.2 Equipping Students with Leadership Qualities

Our study further reveals that students are equipped with leadership qualities. According to Adekeye, “as much as we could, we make them (students) to realise that they are not just being trained as professionals, but as future leaders. We instilled in them leadership qualities. This would make them functional in the entire sphere of life, as well as to contribute significantly to the progress of the society.”⁵¹⁶ In corroboration, Adamu, Igbinsosa and Adebisi added that one of the university’s cardinal policies was its determination to turn out good and responsible graduates that would have positive impact on the society.⁵¹⁷ In the words of Njoku, “the university has helped to inculcate discipline and right attitude to life, most especially, leadership qualities in our students.”⁵¹⁸

In corroboration, opinion polls carried out among students revealed that individual-owned universities like any other public universities in the country further helped to equip students with leadership qualities. They added that the private university had created pools of manpower from which the governments had drawn from. This pool of manpower had worked and still working for the advancement of the society.⁵¹⁹ In addition was their participation in political process, reduction in the crime rate (bribery and corruption) among the political leaders. Equally, there has been more enlightenment on the need to develop the country that would compete favourably with other advanced nations of the world..

4.3.5 Private Universities and the Growth of Informal Sector of Nigeria’s Economy

⁵¹⁵ Interactive session with Dr. Oshioreamhe Aghedo, As Dean, Student Affairs, Baze University, Abuja, 09/08/2017

⁵¹⁶ Oral interview with Dr. Adekeye, K. S. Redeemer’s University, Mowe. 11/04/13.

⁵¹⁷ Telephone interview with Alhaji Sani Abashe Adamu, Registrar, Al-Qalam University, Katsina. 20-12-2018; Interactive session with Mrs. Irene Igbinsosa. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017 and Oral interview with Mr. Adebisi Abdulwasi Adeyemi, Senior Assistant Registrar, Al-Hikmah University, Ilorin, Kwara State. 13-03-2018

⁵¹⁸ An interactive session with Sir C. A. Njoku, Registrar, Madonna University, Okija. 02-08-2016

⁵¹⁹ Interactive session with Mayowa Okanlawon. A Computer Science student of Wesley University, Ondo. 24/03/2018

Economic activity is an action that is engaged in the production, distribution and consumption of goods and services at all levels in a society.⁵²⁰ Cathy and Matthew, classify these activities into employment, business and profession. They explain that “the informal sector is made up of small-scale businesses... hence, other distinctiveness activities of informal sector include: the use of simple technology, low fixed costs, small scale in size, labour intensive, use of personal or informal sources of credit, relatively easy to establish and exit, reliance on family labour, non-payment of taxes, and so on.⁵²¹

According to Fapohunda, the informal sector is a significant sector that is having enormous strength for creating employment, on-the-job training or the development of entrepreneurial skill, as well as encouraging economic development.⁵²² The view has been argued by many scholars affirming that such is peculiar to the emerging economies that are going through precarious socio-economic season as a result of declines in the formal economy, continuous rise in unemployment rate as well as increase in the rate of poverty.

Entrepreneurial courses as required or compulsory components of their learning had been incorporated by these universities as mandated by the National Universities Commission. These are usually coded as GST 223 and GST 311, titled Introduction to Entrepreneurship Skills and Entrepreneurship Studies, respectively. The key goal of the ideas and chances available in entrepreneurship and innovation were the major reason for introducing Entrepreneurship Studies to students. These courses allow students to go through rudiments of entrepreneurship that enhance their selection of desired business by kicking off with a good feasibility report. For instance, the specific objectives of introduction to Entrepreneurship Skills (GST 223) and Entrepreneurship Studies (GST 311) are to achieve the under listed purposes:

- discovering the roles of entrepreneurial development agencies and regulatory bodies
- Developing the spirit of entrepreneurship in learners

⁵²⁰ Otekhile, Cathy-Austin & Matthew, Oluwatoyin. 2017. An Explorative Study of The Contribution of the Informal Sector to Economic Activities in Lagos, Nigeria. 20th International Scientific Conference *Enterprise and Competitive Environment*, March 9–10, 2017

⁵²¹ Fidler, P. and Webster, L. 1996. The Informal Sector of West Africa. In Webster, L. and Fidler, P. Eds. *The Informal Sector and Microfinance Institutions in West Africa*. Washington DC: The International Bank for Reconstruction and Development (IBRD), the World Bank, p. 5-20

⁵²² Fapohunda, O.J. 1985. *The informal sector of Lagos: an inquiry into urban employment*. Lagos: University Press Ltd; In Otekhile, Cathy-Austin & Matthew, Oluwatoyin. 2017. An Explorative Study of The Contribution of the Informal Sector to Economic Activities in Lagos, Nigeria. 20th International Scientific Conference *Enterprise and Competitive Environment*, March 9–10, 2017. 4

- Selection of Capacity building that enhances the development of business plan.⁵²³

Generally, the nature of courses offered in the private universities indicate that they are in line with the guidelines of providing for ‘differentiated education’, and adding value to existing public universities. This differentiated learning is well expatiated in the entrepreneurial context. In 2006, a presidential directive, delivered through the Federal Ministry of Education where the government mandates that Entrepreneurial Education becomes compulsory for all students of higher institutions in Nigeria. This became effective from 2007/2008 Academic Session with the following objectives:

...to constantly promote the culture of entrepreneurship among students and lecturers with a view apart from educating them but to also encouraging and supporting graduates towards establishing and managing sustainable enterprise including but not limited to those arising from research; to address the problems of unemployment and underemployment; ... to help an innovative and entrepreneurship culture in order to create a productive and socially responsible generation of graduates among others.⁵²⁴

In response to the above mandate as pronounced by the government at the apex, most private universities introduced courses that are related to the development of entrepreneurial skills as core-courses to all students. According to Abubakar, what we discovered is that in the area of entrepreneurship, whatever course you do, be it science or any other course, once you get to 400 level, there is a compulsory course in Entrepreneurship that all students must offer. The purpose is whatever area is your discipline, or focus, you can remain an employer of labour later on.⁵²⁵

⁵²³ NATIONAL UNIVERSITIES COMMISSION (NUC) NOVEMBER, 2014. 13

⁵²⁴ Obayan, A. 2011. The development of private Universities in Nigeria: opportunities and challenges. *Demystifying Entrepreneurship: Pathways, Processes and Opportunities*. A Paper Presentation at the 1st National Workshop of Private Universities in Nigeria, 17th May, 2011. 18

⁵²⁵ Telephone interview with Abubakar, Hauwa. Assistant Registrar, American University, Yola, Yola State. 24-04-19

In a similar development, the Covenant University has what it calls *Unique Programmes*. This includes the Total Man Concept (TMC), Entrepreneurial Development Studies (EDS), Faculty Support Programme (FSP), and the Centre for Wealth Creation (CWC). The FSP for instance, ‘performs its role as *in-locoparentis* to students and assist them spiritually, academically, emotionally, socially, and physically during their period in the university.’⁵²⁶ In corroboration, Obayan states that the realisation of the vision of Covenant University is to “Raising a New Generation of Leaders in all fields of human endeavours” that is secured on unique and custom built programmes, of which Entrepreneurial Development Studies (EDS) is one.”⁵²⁷ The programme is an all semester programme and compulsory for all students of the university, irrespective of their chosen field of study. According to Awonuga, “Entrepreneurial Development Studies (EDS) is a compulsory course right from undergraduate level to the Ph.D level. That is where students are exposed to creative activities/skills and it has been working well.”⁵²⁸ He explained that “we have a number of graduates of this university who have their own companies, who employed people that are working for them”. In Awonuga’s testimony, he said that “if you go to the school of Postgraduate studies of this university, on the basement, the classroom where we teach the postgraduate students, the place was designed by a graduate of Architecture of this university (the classroom and the basement only). He did a good job for the university; it is way of encouraging others to do the same.”

Similarly, the Visitor (Pastor Adeboye, the General Overseer of the Redeemed Christian Church of God) said that his vision is that the university’s products would be employers of labour, rather than being job-seekers. He remarked that the programme had been a worthwhile because “we have a couple of them fulfilling that mission.”⁵²⁹

This study finds that some of the graduates of these universities have started fulfilling the essence of being exposed to entrepreneurial studies during their undergraduate

⁵²⁶ Oral Interview with Prof. Awonuga, C. O. Department Of Language And Communication Art, Covenant University, Ota. 11/03/13; for further reading, see, Obasi, I.N. 2007. Analysis of the emergence and development of private Universities in Nigeria, 1999–2006. *JHEA/RESA* Vol. 5. Nos. 2 & 3:39–66.

⁵²⁷ Obayan, A. 2011. The development of private Universities in Nigeria: opportunities and challenges. *Demystifying entrepreneurship: pathways, processes and opportunities*. A Paper Presentation at the 1st National Workshop of Private Universities in Nigeria, 17th May, 2011. 22.

⁵²⁸ Oral interview with Prof. Awonuga, C. O. Department of Languages, Covenant University, Ota. 11/03/13.

⁵²⁹ Oral interview with Dr. Adekeye, K. S. He is the Quality Assurance Director, Redeemer’s University, Mowe, Ogun State. 11/04/13.

programmes. They are already making a great impact on the labour market in particular and the society in general. These universities parade an array of ex-students of professional distinction which Ajayi says “are able to hold their own at virtually every sector of human endeavour.”⁵³⁰ There are some of the alumni who are working with the local, state, federal government, Corporate and Multi-national organisation, UNESCO, as well as those that own their businesses in divers endeavours. For instance, Adebola Aderibigbe, Ph.D formerly worked with the Federal Civil Service, now a university lecturer; Olumide Adeosun works with the World Health Organization; Oluwaseun Garuba, Ph.D a university lecturer; Yinka Oroniran, a university lecturer; Toluwani Tella, Ph.D, a lecturer at University of Kwazulu-Natal, Durban South Africa; Isionye Chukwudi, a chartered Account working in a prominent Broking Firm; David Sowemimo, a founder and a Chief Executive of an environmental service company; Nimrod Pwajinti works with the Ministry of Justice; Raphael De Campos works with the Ministry of Foreign Affairs, Cotonou, Benin Republic; Josephine Nwachukwu works with the UNESCO; Mustapha Abdul works with Federal Ministry of Education; Tomisin Ajayi lectures at a university among others. In the political arena, they are not lagging behind. A good example is the speaker of Oyo State House of Assembly, Hon. Ogundoyin Adebo, an alumnus of Babcock University. From the foregoing, the responsibilities of the private universities in delivering entrepreneurship education began to enjoy support from out-of-classroom activities. This is provided by a combination of the institution, its immediate economic/market environment and government policies. Other benefits include encouraging private universities in Nigeria include:

4.3.5.1 Improved Economic Activities

The presence of private universities in their respective areas of location has contributed to the economic growth and development of the areas. This is visibly shown in the numerical growth of people who sell consumable products around the campuses. Also, the host-communities benefit from the presence of these universities in their localities, most especially, faith-based

⁵³⁰ Ajayi, S. A. 2014. A history of Bowen university: an account of the conception, Birth and Early Years of Africa’s premier Baptist university. BookWright Publishers. 223

universities. This is well elaborated during monthly programmes, annual conventions, matriculations, and convocations. This is because some of these religious-based organisations have been using the site as camp-ground for monthly and annual programmes before they got license of operation for the establishing of their universities and subsequent conversion of the ground to campus.

The influxes of people that come for these programmes usually increase the economic activities of the areas. Godwin cited that “during ‘Shiloh’ programme, which is an annual prayer programme that gathers all members of Winners’ Chapel all over the globe, convocations and matriculations, the university would be flooded with people who would come and buy things from people selling outside the school.”⁵³¹ Thus, the presence of the university has attracted many people to the area largely for commercial purposes. Godwin explained that few years ago, when the university was newly established, he came to visit his elder sister whose husband works with the university. The express road was not as busy as what is obtained currently. There was neither a shop, nor any commercial activity at the time. He noted that the emergence of the university in the community has led to improved economic situations of those that depended on the commercial activities of the area for a living of which his family was equally, a beneficiary.

In the same way, Adekeye stated that before the relocation of Redeemers University to Ede in Osun State, the Redemption Camp witnessed influx of people from all walks of life during monthly and annual programmes/conventions.⁵³² The flood of people in the camp boosts the economy of the immediate community as well as the neighbouring communities around the Redemption Camp on the main Lagos/Ibadan express road. He noted that participants/members that come for these programmes rent apartments where they put up for the period of their stay in the camp. Consequently, there are general improvements of the economy of the area. In the same vein, Adesulu attested that during annual or monthly programmes at Crawford University such as; Conventions, Convocations, and Matriculations,

⁵³¹ Oral interview with Mr. Godwin Happy. He is one of the Caretakers in charge of one of the Shopping Malls along the Idiroko road, in front of Covenant University, Ota. 12/03/13.

⁵³² Interactive session with Prof. Kayode Samuel Adekeye, Deputy Chancellor, Redeemer University, Ede. 31/08/17

and the likes, the economic activities of the area usually receive a boost.⁵³³ He stated that the number of people would increase and the patronage of local retailers for wares get improved.

Equally, the emergence of Bells, American, Babcock, Igbinedion, Al-Hikmah Universities e.t.c had brought tremendous development to the host-communities.⁵³⁴ For instance, in the view of Orunbotan, “the economy of this community from the time when Bells University of Technology was established in this area has improved very well.”⁵³⁵ She noted that despite the fact that people have been living around the area before the advent of the university, the economic activities of the area in one way or the other has improved with the presence of this university. According to her, “members of staff of the university come out to patronise people selling outside the university campus especially at the cafeteria.” Some of the students interviewed also agreed that the university has to a large extent created employment opportunities for members of the host-community. In a similar situation at Crescent University, Ariyibi attested that “as a person, I benefit from the presence of Crescent University, though students are not allowed to come out of the gate to patronise us, the lecturers patronise my cafeteria.”⁵³⁶ Crescent University students whose opinions were sampled attested that the university had provided job opportunities for the people who worked with in and around campus.

The advent of McPherson University led to immense growth and development of Seriki-Sotayo, the host-community. Agbaje commented on this claim. He stated that “if you go out, you’ll see some people selling wares outside the main campus gate. Before McPherson University got here there was nothing of such.”⁵³⁷ This simply means that if they are not making gains, they would not be there.” In corroboration, Adebayo Seri noted that “it is because the

⁵³³ Oral interview with Elder Adesulu. He is a prominent member of Adie-Owe community, who had been a resident before the advent of Crawford University in the community. 13/03/13.

⁵³⁴ Oral interview with Tafa, L. S. The Deputy Registrar, Bells University of Technology, Ota. 12/03/13; Telephone interview with Abubakar, Hauwa. Assistant Registrar, American University, Yola, Yola State. 24-04-19; Oral Interview with Egwuonwu, O.K. Senior Assistant Registrar, Babcock University, Ilisan Remo, Ogun State. 10/03/13; Interactive session with Mrs. Irene Igbinosa. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017; and Oral interview with Mr. Adebisi Abdulwasi Adeyemi, Senior Assistant Registrar, Al-Hikmah University, Ilorin, Kwara State. 13-03-2018

⁵³⁵ Oral interview with Mrs. Orunbotan Olubunmi. She is a landlady cum trader and a resident of the hosting community to Bells University of Technology, Ota. 13/03/13.

⁵³⁶ Oral interview with Mrs. Ariyibi Beatrice. She is a food seller, whose shop was not more than 500 metres from Crescent University, Abeokuta campus main gate. 15/03/13.

⁵³⁷ Oral interview with Mr. Agbaje, G.O.K. Deputy Registrar, McPherson University, Seriki-Sotayo, Ogun State. 11/04/13.

university is here that is why we are selling food here, as the university staff come to buy food from us.”⁵³⁸ At Babcock University, Ilisan Remo, the economic activities are noticeable right from the university’s gate where there is an ‘Okada’ (Motorcycle) Park and other commercial activities including mini markets where people sell consumables, to other household’s items.

Furthermore, our study of some universities in the northern and eastern parts of Nigeria equally testifies to the values these universities have added to people and their communities as well as the promotion of economic activities where they are sited. According to Okonkwo, economic activities around the environment have been encouraged within the period of the existence of Veritas University in this community. Though, the university operates full boarding system for all her students with high premium to security alertness, yet the experience of the influx of commercial activities around the campus is not far-fetched from the presence of this university.⁵³⁹

Similarly, Chinedu John noted that Tansian University is situated on the outskirts of Oba, Anambra State. The presence of the university had brought life into the area. For instance, some business men and women have secured their shops/centres where they do their businesses. They are permitted to do so because they are into businesses that attract patronage of the students, such as making of photocopies, buying of refreshments, and so on. In corroboration, Nwachukwu stated that the presence of Godfrey Okoye University in the area was like a mission accomplished for Catholic diocese of Enugu.⁵⁴⁰ While it is a blessing to the diocese, it is equally a huge blessing to the community. The establishment of the university has brought about significant change. Land owners had started developing them while the completed ones house people thus, leading to geometrical increase in the population of people living within and around the environment.⁵⁴¹ In the words of Tadese, before the coming up of Bowen University, Iwo, there was only one bank in the town, which is the Wema Bank. With the advent of the university, the community could boast of four banks, namely; Wema, Stanbic, Skye, and First Banks.⁵⁴²

⁵³⁸ An interactive Session with Mrs. Adebayo Seri, the food seller in front of McPherson University main gate, Seriki Sotayo. 11/04/13.

⁵³⁹ Oral interview with Okonkwo, Peter Ikechukwu, Registrar, Veritas University, Abuja. 12-09-17

⁵⁴⁰ Interactive session with Sis. Dr. Silvia Nwachukwu. Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

⁵⁴¹ interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

⁵⁴² Oral interview with Prince Olasunkanmi Olawuyi Tadese, Majirin of Iwo. 2/08/2017

4.3.5.2 Private Universities and Rural Development in Nigeria

Rural development can be described as a steady increment of the proportion of people living in cities and the ways in which each society adapts to the change. It is predominantly the process by which cities and towns are created and subsequently becoming expanded as more people live as well as working in central locale. Vidrovitch defines urbanisation as a spatial, social and temporal phenomenon which require an interdisciplinary approach.⁵⁴³ Mabogunje further describes urbanisation as a practice in which human beings assemble in large number at a specific spot of the surface of the earth.⁵⁴⁴ In the perspectives of Falola and Heaton, they view a place as a city or urban centre that has an ambience of people from different ethnic, religious and socio-economic backgrounds that interact on a regular basis⁵⁴⁵ which Hum calls population aggregates which are large, heterogeneous and densely settled within an inadequate land space.⁵⁴⁶ Therefore, urban centre or a city can be describe as a congregate of large number of people from divers cultural background and belief that interact on a regular basis within a limited land space.

The establishment of a university is human, material and capital intensive. It equally requires a large land mass. In order to get the required expanse of land, these universities are sited in the rural areas which only provide the required expanse of land. The rurals (host-communities to private universities) witnessed significant changed in physical construction and growth, and economic functions. This however, led into the rapid disappearance of traditional compounds in these rural areas which paved way for the upgrading of most of these compounds to face-lifting where families could rent out apartments to some of the members of staff of these citadels of learning. It is therefore, worth noting that the compound system of living from time immemorial gave way for individualism due to inadequate accommodation while kinfolk left their compounds in other to provide accommodation for the paying tenants.

⁵⁴³ Vidrovitch, C. C. The process of urbanization in Africa: from the origins to the beginning of the independence. *African Studies Review*, Vol. 34, No. 1, 1991: 1-98. Cited in Muritala, M. O. 2014. Urban Livelihood in Lagos, 1861-1960. Ph.D Thesis. Department of History. University of Ibadan. 11

⁵⁴⁴ Mabogunje, A. L. 1968. Urbanization in Nigeria. London: University of London Press. 331

⁵⁴⁵ Falola, T. & Heaton, M. Ed. A History of Nigeria. Cambridge: Cambridge University Press. 5. Cited in Muritala, M. O. 2014. Urban Livelihood in Lagos, 1861-1960. Ph.D Thesis. Department of History. University of Ibadan. 11

⁵⁴⁶ Hum Lee, R. 1955. The City, New York: Lippincott. Cited in Weber, M. 1958. The City. New York: Macmillan Publishing Company. 28

The essence of this was to generate more income. The development equally paved way for steady transition in the occupation of the dwellers from farming and crafts to other quick income generation economy such as wages-in the case of the supporting staff and trade. Such wage employment represents remarkable changes in the emergence of Nigerian rural areas with the birth of individual-owned university in the country. This work shows that the founding of private university has enormously brought about urbanisation of the communities where they are situated.

From the interviews, it is deduced that few interested members of staff acquired landed properties, thus, making them to likely become permanent residents of the community where these universities are situated. According to Chief Adelakun,⁵⁴⁷ the establishment of Crawford University in this community has opened the area up to urbanisation. Some of the lecturers are buying lands and building their personal houses. Consequently, there is boost in the population of people living in the community.

In the same vein, the emergence of these universities has facilitated the electrification of their host-communities. A good example is Seriki-Sotayo, the community that houses McPherson University. Agbaje clearly stated that before the coming up of the university, the community was devoid of nearly all the social amenities such as road network, potable water, electricity, basic health centre, to mention but few.⁵⁴⁸ With the emergence of the university in the community, the community has been enjoying most of these amenities. For instance the Management of McPherson University approves that the service of the University Health Centre should be extended to the people living in the community at a highly subsidised rate. Also, the university provided boreholes to ease out the challenge of shortage of water supply in the community.

In addition, the road network in some of the communities that play host to the universities had been constructed as a means of giving back to their immediate communities known as Corporate Social Responsibility. According to Osaghae, the proprietor of Igbinedion University, Chief Osama Igbinedion thought it good to construct road network in Okada town as a way of giving back to the community that houses the university. Besides, the

⁵⁴⁷ Oral interview with Chief Adelakun A.K.A. (Oju Oluwa) is one of the prominent community leaders in Adie-Owe, the hosting community to Crawford University, Igbesa. 13/03/13.

⁵⁴⁸ Interactive session with Agbaje. G.O.K. The Assistant Principal Registrar, McPherson University, Seriki Sotayo, Ogun State. 11/04/13.

electrification, all the street lighting (procuring transformer, wiring and other logics was shouldered by him) of the community, connected to the national grid was also done by him, at different stations one could find boreholes for water supply.⁵⁴⁹ According to Osaghae, Igbinedion University spearheaded electrification of Okada community. The university bought transformer, and connected the electricity to the national grid. Also, the university dug boreholes to provide potable water for the community. In addition, she gave scholarship awards to indigent but academically inclined youths in the community. She also employs qualified candidates for both the teaching and non-teaching as well as supportive staff for the university.

Similarly, Crawford University, Igbesa constructed road networks as a means to give back to her community. Adesulu stated that the emergence of the university brought about development to Igbesa community. As the road network was been constructed, the community has attracted a lot of people into her. People purchase land for the construction of personal residence and commercial purposes. The influx of people has increased the commercial activities and so on.⁵⁵⁰ In the same vein, Seriki-Sotayo, the host-community of McPherson has never been connected to the national grid for electrification. Considering the huge amount the university spends on estimated bills from the PHCN, the university took a bold step to get a Power-Station wherein she could access constant power supply. This has been a tremendous impact on the University and her environs as she has been connected to the national grid thus, enjoying 24-hour uninterrupted power supply.

4.3.5.3 Private Universities and the Town/Gown Relationship

By its tradition, the university system is meant to provide three basic services to humanity. They are embedded in teaching, research as well as rendering of service to the community. These would help to provide effective as well as efficient services. Some of these universities have various programmes that enhance advancement and facilitating a genial collaboration between the town and the gown. Ajayi succinctly puts that there is symbolic affiliation

⁵⁴⁹ Interactive session with Prof. Eghosa Osaghae, Vice-Chancellor, Igbinedion University, Okada, Edo State 11/08/17

⁵⁵⁰ Interview with Mr. Adesulu, one of the resident of Igbesa community. 13-03-2013

between the town and the gown⁵⁵¹ while the society can be described as the platform through which a university is situated as well as creating the enabling environment needed by the University for Survival. Thus, the university in turn has the unique responsibility to impact greatly on the society at both the micro and macro levels. He explains further that a university by its nature, is a community in itself within their larger mandate, private universities through a number of their component units, have provided support services for members of the host-community and indeed the society at the macro level.

An appraisal of the thirty-six years of the history of private university, undertaken in this study reveals the existence of considerable relationship between private universities and the outside communities where they are situated right from the emergence of university system generally and private university in particular has been closely identified with the visions of the immediate as well as larger community, which had facilitated sound relationship between the town and gown thus, making them partners in progress.

Academic programmes play prominent roles in the advancement of private universities with its positive impacts on the society. For instance, people are benefiting from both the professional and academic programmes of these universities. Therefore, teachers, industrialists, bankers, civil servants and private individuals seize the opportunity provided by these universities to pursue different academic degrees and advance their skills though the number of the beneficiary is slim when compared to those of public universities.

Furthermore, private universities are not only responsible to the immediate communities but also, to the larger society communities. They have general outlook in their academic, administrative and general activities. The views of Aghedo, Njoku, Adamu, Abubakar and Igbinsosa,⁵⁵² private universities look beyond their immediate host-communities by reaching out their services to the larger communities which are not limited to Nigeria but cuts across the globe.⁵⁵³

⁵⁵¹ Ajayi, S. A. 2014. *A history of Bowen university: an account of the conception, Birth and Early Years of Africa's premier Baptist university*. Ibadan: BookWright Publishers. 171

⁵⁵² Interactive session with Dr. Oshioreamhe Aghedo, As Dean, Student Affairs, Baze University, Abuja, 05/08/2017; An interactive session with Sir C. A. Njoku, Registrar, Madonna University, Okija. 02-08-2016; Telephone interview with Alhaji Sani Abashe Adamu, Registrar, Al-Qalam University, Katsina. 20-12-2018; Telephone interview with Abubakar, Hauwa. Assistant Registrar, American University, Yola, Yola State; Interactive session with Mrs. Irene Igbinsosa. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017

⁵⁵³ Interview with Dr. Oshioreamhe Aghedo, Dean Student Affairs, Baze University, Abuja. 05/08/2017

Also, a prominent section of the public backing for private university is the role of banks. In furtherance of the policy of private universities in Nigeria which articulate that the movement of students must be largely restricted to the campus as much as possible promote/encourage siting banks in these universities where students could have access to money without the need to go outside the campus for such transactions. They have equally massively added value towards the development of these universities in terms of provision of financial assistance in terms of funding physical structure, giving out loans, and vehicle donations and so on.

This research reveals that some of these universities have mapped out ways of associating with the aspirations of their host-communities as well as the larger community. This is generally summed up in their visions and mission statement. These are rooted in the principles of teaching, research and community service. This work also reveals that one of the ways through which these universities have provided support services for members of the university community was through research. The Bowen University Solar Energy Research and Applications Centre (BU-SERAC) established in 2011 is an example. BU-SERAC has within its short period of existence, undertaken the procurement and installation of solar electricity systems for homes and offices in some locations in Nigeria, thus, helping individuals and communities to achieve sustainable energy independence. Specifically, projects that have been undertaken by the centre within the first two years of its existence include; supply and installation of solar-powered chest type freezer/refrigerator in private residences and small scale ice makers; solar electricity for private residences in Ibadan, Iwo, Ilorin, Ogbomoso, and Ile-Ife, among others; solar lighting for a church premises in Ilorin; solar street and area lighting in Ilorin, Iwo and Ikorodu.⁵⁵⁴ In a nutshell, some of these private universities are faced with the challenges of proffering solutions to issues pressurising their immediate and distant communities. Thus, through many of their programmes, they help in training and producing qualified young men and women who are endowed with relevant knowledge and are equipped with the technical know-how for the benefit of all and sundry.

Public lecture series and other academia fora, organised on periodic bases through which ideas are exchanged and results of research findings disseminated further attested to the

⁵⁵⁴ Interactive session with Mr. Ilupeju, S. Adebayo. Deputy Registrar Academics, Bowen University, Iwo. 02/08/17

town/gown relationship between private universities and their host-communities as well as the society at large. According to Olaoye *et al.*, public lectures are delivered by academics and professionals who are often times outstanding academics in the universities. The programme is designed to promote public awareness as well as equipping members of the host-community with modern skills and knowledge relevant to contemporary age.⁵⁵⁵ Oftentimes, topics on issues of contemporary themes and societal realities are chosen for discussion. Seasoned academics and accomplished professionals of various callings, locally and internationally, are invited as guest lecturers to present public lectures on contemporary themes that relate to the academia and society. These are in the forms of Convocation Lectures, Commencement Lectures, Guest Lecture Series, and Inaugural Lectures.⁵⁵⁶ Ajayi argues that they are typically academic lectures, and have enabled these universities to tap into the full allied resources of enormous utilitarian and/or meaning value in Town-Gown relationship.

Similarly, Nwachukwu stated that the need for the promotion of peace and harmony in the society and especially in their host-communities necessitated the invitation of erudite scholars to deliver lectures on peace and development. “This is done annually especially at the beginning of the academic session.”⁵⁵⁷ According to her, Godfrey Okoye University establishes a Centre for Peace and Strategic Unit. The significance of the unit is to continuously train and equip learners with relevant skills and knowledge in peace-promotion within their immediate and larger communities.

This study further reveals that nearly all these universities inculcate in their programmes educative excursions. This affords them the privilege of embarking on free-trip based on their area of specialisation. These excursion programmes are organised to take students to historic/academic places of interest within and outside the country. Also, Students Industrial Works Experience Scheme (SIWES) is not left out. The programme facilitates real field experience that enables students to have first-hand information of what is being taught

⁵⁵⁵ Olaoye, R. A., Oladosu, A. G. A. S. & Yahaya, L. A. Town and Gown in Action. In Ijaiya, N.Y.S Ed. 2015. *University of Ilorin at 40. The soaring Eagle*. Ilorin: University of Ilorin Press. 44

⁵⁵⁶ Interactive session with Mr. Ilupeju, S. Adebayo. Deputy Registrar Academics, Bowen University, Iwo. 02/08/17, interview with Dr. Oshioeamhe Aghedo, Dean Student Affairs, Baze University, Abuja. 05/08/2017, interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

⁵⁵⁷ Interactive session with Sister Dr. Maria Silvia Nwachukwu, Principal Assistant Registrar, Godfrey Okoye University, Enugu State. 9/08/2017

theoretically in the class. Hence, these universities' programmes continuously strengthen the tie between the town and the gown.

Universities, can be regarded as knowledge generation and sharing centre. They play a prominent role in proffering solution to global challenges so as to ensure a sustainable future. This is usually given much consideration as universities design their Corporate Social Responsibility. Asemah *et al* assert that most universities tend to focus only on teaching social responsibility initiatives and do not go beyond this by attempting to improve their communities.⁵⁵⁸ They further posit that in order to compete in the evolving education industry as well as to fulfill their mission in a world of continuous change, higher education institutions need to recognise that their own actions must reflect the values and norms which they claim to embody.

Thus, to win the goodwill of their host-communities, it is expedient for universities to uphold their Corporate Social Responsibilities through consistent improved performance. However, Porter and Kramer argue that since the managers of private universities began to operate in a business-like manner, their immediate host-community needs to be managed in the same manner⁵⁵⁹ by contributing to the progress of their immediate host-community and the society at large. Therefore, carrying out Corporate Social Responsibility strategy in higher institutions should be upheld as highly expedient in getting a fair competitive advantage and sound reputation for their enterprise.

This study records a number of other practical fulfillments of Corporate Social Responsibility among private universities. For instance, at Babcock University we gathered that every year, as part of her Corporate Social Responsibility, the University gives out scholarship to the academically inclined indigent students in the host-community. In addition, it channels bore-hole water from the campus to the community. It equally supports the community both morally and financially whenever the needs arise.

In the words of Adenekan, "we conducted a survey on what is the main challenge of our host-community to discover if they are suffering from any epidemic disease and what we

⁵⁵⁸ See, Asemah, E. S., Okpanachi, R. A. & Olumuji, E. O. 2013. *Universities and corporate social responsibility performance: an implosion of the reality*. An International Multidisciplinary Journal Vol. 7 (4). 4

⁵⁵⁹ Porter, M. E. & Kramer, M. R. 2006. *Strategy and society: The link between competitive advantage and corporate social responsibility*. Harvard Business Review. R0612D, Pp. 1- 15. In Asemah, E. S., Okpanachi, R. A. & Olumuji, E. O. 2013. *Universities and corporate social responsibility performance: an implosion of the reality*. An International Multidisciplinary Journal Vol. 7 (4). 4

can do to help them.”⁵⁶⁰ The development is part of the research that our postgraduate school is currently working on. “There is equally a Memorandum of Understanding signed between the school and the Management. We are optimistic that not until we study theories that have direct impact on the people and we work on them, the people in our immediate community as well as the society at large would rarely benefit directly from the presence of this University”.⁵⁶¹

Similarly, this study finds that a good number of private universities had contributed immensely and still contributing to the development of their host-communities. According to Igbinoso, Aghedo, Adamu, and a host of others,⁵⁶² the universities as part of their Corporate Social Responsibility to the host-communities had contributed in several areas to the development of their communities through the digging of boreholes, electrification, construction of road networks, and provision of scholarship awards to indigent citizens, and so on.⁵⁶³

In the same vein, our work shows that McPherson University has impacted and still impacting the lives of the host-community through the provision of health care delivery at a very minimal cost. She equally reaches out to the community through Medical Outreaches where the patients (villagers) come for free medical services such as eye test/surgery, free medical consultations and so on. In addition was the construction of the ultra-modern Town Hall in Seriki-Sotayo, the host-community. This was confirmed by Gabriel.⁵⁶⁴ He explained that it was the University that built the Town Hall. He noted that the University was equally responsible for the provision of health care delivery in the community. He stated further that

⁵⁶⁰ Interactive session with Mr. Adenekan, Sheriff Adeyemi, Principal Assistant Registrar, Fountain University, Osogbo. 02-08-2017

⁵⁶¹ Interview with Mr. Adenekan, Sheriff Adeyemi, Principal Assistant Registrar, Fountain University, Osogbo. 02-08-2017

⁵⁶² Interactive session with Mrs. Irene Igbinoso. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017; Interactive session with Dr. Oshioreamhe Aghedo, As Dean, Student Affairs, Baze University, Abuja, 05/08/2017; An interactive session with Sir C. A. Njoku, Registrar, Madonna University, Okija. 02-08-2016; Telephone interview with Alhaji Sani Abashe Adamu, Registrar, Al-Qalam University, Katsina. 20-12-2018; Telephone interview with Abubakar, Hauwa. Assistant Registrar, American University, Yola, Yola State

⁵⁶³ Interactive session with Mrs. Irene Igbinoso. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017

⁵⁶⁴ An interactive session with Mr. Gabriel Joseph, a commercial Motorcycle rider in Seriki Sotayo, the host-community to McPherson University, Seriki-Sotayo. 12/04/13.

the villagers had benefitted from this gesture, especially, the expectant mothers who were delivered of their babies at no cost.

At Covenant University, the information we gathered reveals that the University acquired and distributed sets of computer wares to some selected secondary schools at Igamode and Iju-Ebiye in Ota, the host-community. On this note, weekly, the University sends computer lecturers/instructors to these schools to teach the students. The University is equally responsible for the maintenance of the computer wares. Also, the University periodically embarks on presentation of gifts to orphanage homes, and assist churches around financially. Surprisingly, the report gathered from the host-community negated the University's claim. According to Godwin, "I am very sure that the University has not done any developmental project in this community. I can boldly say this, because I have been residing in this area in the last five years".⁵⁶⁵

In addition, some of these private universities equally contributed to the security of their host-communities. For instance, our study further reveals that as a means of giving back to the host-community, The University presented a police-van to the community Police Station and other logistics whenever the need arise. In corroboration, Elder Adesulu stated that the university has being of assistance to the environment in terms of working hand-in-glove with the security operatives by presenting a police-van to them.⁵⁶⁶

On the contrary, we found that there was no physical project that could be recorded against the contribution of the Bells University of Technology's Management towards the host-community. In Tafa's reaction to the allegation, he stated that on a regular basis, representative(s) of the University attend the Landlords' Association's monthly meetings as well as fulfilling her financial obligations towards the Association.⁵⁶⁷

In addition, in order to facilitate and to generate internal revenue for these universities, most of them put in place investment projects/outfits that could serve as source of revenue such as bakery, printing press, water factory, radio station, block industry, and so on. Our study reveals that most supportive workers employed for the venture were sourced within their

⁵⁶⁵ Oral interview with Godwin. One of the tenants in the shopping complex in front of Covenant University, Ota. 12-03-2013

⁵⁶⁶ Oral interview with Elder Adesulu. He is a prominent member of Adie-Owe community, who had been a resident before the advent of Crawford University in the community. 13/03/13.

⁵⁶⁷ Oral interview with Tafa, L. S. The Deputy Registrar, Bells University of Technology, Ota. 12/03/13.

locale. Also, most of these universities have Health Care Centres whereby both the members of staff and students receive treatment at a highly subsidised rate. Equally, members of the host-communities are allowed to patronise the Health Care Centre at a very minimal cost-implications. Thus, it sounds absurd to them to neither hearing that these universities don't employ people within the host-community nor allowing them to access some of their facilities.

In a nutshell, the emergence of these universities had in various ways proved to have brought about significant changes and developments to the education industry as well as to the socio-economic transformations of the country during our period of consideration.

CHAPTER FIVE

CHALLENGES FACING THE OPERATION OF PRIVATE UNIVERSITIES IN NIGERIA, 1999-2015

It is familiar knowledge that the operating system of university education in Nigeria is faced with a lot of challenges. These forces however negate the realisation of the mission and vision of higher institutions, especially universities in the country. This chapter examines several challenges facing the operation of private university enterprise in the country.

According to Omotosho, the involvement of private sector in university educational system poses new challenges to the higher educational sector. Not only did their involvement come at a time when the prestige of our public universities was shrinking, the issue of challenge in the expansion of research became topical issues which reflect the roles of the public sector in the educational management in the country.⁵⁶⁸ Nevertheless, the National Universities Commission (NUC) on its part has approached these challenges in part through the involvement of both the government and the private sector participation in making university education accessible for desiring qualified citizens in the country.

5.1 Unapproved Universities in Operation in Nigeria

One of the major challenges facing the university sector is the issue of numerous unapproved universities operating in the country. Our study shows that forty-seven unapproved private universities exist in Nigeria. Okojie argues that “thirty two private universities are operating illegally in Nigeria; six private universities have already been closed; and nine private universities are under-going investigations and court cases in Nigeria.”⁵⁶⁹ Interestingly, the prospective candidates are encouraging the increment in the numerical strength of illegal universities in the country. Okojie reiterates that NUC maintains that federal, state and private universities in Nigeria combined, the total carrying-capacity is 500,000 while an estimated 1.5

⁵⁶⁸ Omotosho, M. O. Private Sector and University Education system in Nigeria: A Review and Synthesis. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for millennium development. Essay in honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 524

⁵⁶⁹ Okojie, A. O. 2009. Executive Secretary, National Universities Commission, as cited in the National Universities Commission. *Monday Bulletin* September. Vol. 4. No. 40: 11-12.

million candidates apply for admission annually. This imposes enormous pressure on the university system. Thus, because of the desperation, many candidates are willing to forego the substance, integrity and legality of what the approved universities stand for.⁵⁷⁰ Hence, they run after any university not minding whether it is illegal or not as long as it is affiliated to overseas university.

This challenge is very critical in that, while the approved private universities work towards quality assurance of service delivery, those that are not government approved would be running after extorting non admitted students who are in a dire need of university education. Okojie further states that the National Universities Commission has charged this group of private universities to court in a bid to recover fees paid to them by students. The Commission therefore, promises to release from time to time, the names of universities involved so as to sensitise the public of the inherent danger of patronage.⁵⁷¹ In corroboration, Uhuegbu noted that “we are living in a world where we are not yet in an ideal situation. In an ideal situation, that is when you have a perfect situation. As long as we are not there, there must be challenges we must surmount.”⁵⁷²

5.2 Societal Dispositions towards the Operations of Private Universities

Another challenge being grappled with by private universities in Nigeria relates to unfavorable societal dispositions towards them, especially from within the academia. This is because to them, the private sector is often times unreliable when it comes to job security and the provision of adequate material resources. They believe that picking a job in the private university setting is not worth it as one may lose his/her job at any unpredictable time. Awonuga stated that he was frequently faced with oppositions from his professor colleagues who believed that whenever his employer does not feel like seeing his face, he could be sacked. He further maintained that people generally believe that most of the private employers of labour hold the right to ‘hire and fire’. Thus, one is at a risk of losing one’s job at any point in

⁵⁷⁰ Punch. 2019. *Saving Students from Illegal Universities*. Tuesday January 1. Vol . 42, No. 21,842. 28

⁵⁷¹ Okojie, A. O. 2009. Executive Secretary, National Universities Commission, as cited in the National Universities Commission. *Monday Bulletin* September. Vol. 4. No. 40: 11-12.

⁵⁷² Oral interview with Uhuegbu, C. C. He is a pioneer staff and the director of Academic Planning and Quality Assurance, Covenant University, Ota, Ogun State. 12/03/13.

time if he's being employed by the private sector.⁵⁷³ This however brings about job insecurity which might lead one into constant job search especially if one's employer is private.

Similarly, Lawal pointed out that private university in Nigeria have questionable standard.⁵⁷⁴ According to him, there has not been any time in the history of University of Ibadan that all her programmes are duly accredited by the National Universities Commission. On the contrary, a lot of private universities in the country continue to boast that all their programmes are duly accredited by the NUC. Meanwhile, they come to the public universities to borrow lecturers for accreditation. He noted that their standard cannot be relied upon or be defended. He cited that they don't have 3rd Class graduates while *roll-call of honour* ranges between 1st Class and Second Class Upper division. In most cases, their 1st Class is rated with Second Class Upper Division (2:1) in public universities. He noted that though a few of them are striving to maintain standard. Their standards are not good enough to measure up to the standard of the public universities in the country.

5.2.1 Inadequate Basic Social Amenities

One of the problems bedeviling the Nigerian economy is the issue of incessant power outage. Nearly all the private universities in Nigeria have the challenge of electricity. They complained bitterly that the bulk of the revenue generated is expended to put their university on constant electricity supply without which they would not have effective service delivery. Therefore, in order to enhance effective service delivery, the place of electricity supply was put as optimum priority on the universities' budget.

A survey reveals that most of these universities for long hours of the day depend solely on generator(s) for their source of power supply which has a huge financial implication on the university's purse. According to them, the unfortunate aspect of the scenario is that the Power Holding Company of Nigeria (PHCN)⁵⁷⁵ brings a monthly bill of between six hundred thousand (₦600,000.00) naira and one million (₦1,000,000.00) naira, on the power they never

⁵⁷³ Oral interview with Prof. Awonuga, C. O. Department of Language and Communication Art, Covenant University, Ota, Ogun State. 12/03/13

⁵⁷⁴ Interactive session with Prof. B. O. Lawal. Department of Teacher Education and Early Childhood, Faculty of Education, University of Ibadan. 15-04-2019

⁵⁷⁵ The body that is responsible for the generating, transmission and distribution of Electricity in Nigeria.

gave. Out of frustration, most of these universities cut off from the national grid to avoid unnecessary payment of estimated bills.

Furthermore, despite the fact that private universities serve as a source of income generation for the government, government's presence in terms of developmental projects are not felt in these universities. On this note there are arguments from several quarters on this topical issue. For instance, the authorities of the Redeemer's University claimed to be the highest tax-payer University in Nigeria, yet government's presence (in terms of construction of road, provision of water, electricity, and so on) could not be felt in the Redemption Camp, the same is the situation here in Ede. Since we began the plan to relocate to Ede, and our subsequent relocation, no government project could be pointed to. However, all our products turned out are contributing to the growth of the economy in the country and beyond.⁵⁷⁶

Besides, it was reported that private universities are not qualified for Education Trust Fund (ETF). This could have been an alternative way of subsidizing funds for facilities and other developmental projects in these universities. One of government's justifications for non-allocation of Education Trust Fund to private universities was that private universities charge high fees, and the revenue generated therein was not shared with the government apart from the tax remitted to them. They (the government) do claim that those running private universities, either corporately or individually are strictly business minded people with the chief aim of maximising profits. Therefore, all the assets and liabilities should be borne and owned by the proprietors.

5.2.2 Inadequate Funding

The issue of underfunding in the Nigerian education system is common knowledge. This development could be traced to the early 1980s when the Structural Adjustment Programme (SAP) was introduced to nearly all the African countries with its negative attendant implications on all the sectors of the economy, education sector not left out. The situation was vividly described by Moja, when she explains that

⁵⁷⁶ Interactive session with Mr. Adeleye, Adetunji. Head of Department, Corporate Affairs Unit, Redeemers University, Ede. 3/08/2017

Nigerian economy was copiously expanded in the 1970s due to oil boom. The rapidity in the growth and development in education sector could be tied to the apron of this period. Contrastingly, there were major economic challenges by the following decade due to revenue generation from petroleum products. By implication, there was devaluation of Naira. The inflation rate was on the high side with its attendant implication on education sector. Thus, funding education became a huge challenge to the government. The government therefore, introduced user fees to subsidize education. In spite, the budget allocated to education remains significant in the annual state budget, the funds was inadequate to cater for existing needs because the allocation given to her for several years falls below 26% annual state budget as recommended by the UNESCO.⁵⁷⁷

Thus, the challenge of underfunding serves as a pedestal upon which gradual decline in the standard of education crept into the academic system in the country. This happening promoted the agitation for engaging private handling in providing basic education through university education in the country. However, the concern is that the issue of funding still continued to act as the bane of the sector (both the public and private).

In addition, some of the private universities are criticised on the platform of high tuition fees especially the faith-based ones. They are criticised for introducing fees that have prevented their members from sending their wards to universities established by their denominations. According to Titilayo,

When there was plan to establish Covenant University, Sango-Ota, Ogun State, members of Chapel of Faith (A.K.A, Winners' Chapel) were encouraged to invest in the *Kingdom's Business*. By this they were motivated to raise good money which probably entails selling their valuables for the purpose. They were

⁵⁷⁷ Moja, T. Nigeria Education Sector Analysis: An Analytical Synthesis of Performance and Main Issues. 7-8

optimistic that the university would help to train youths and members who are academically inclined at no cost. On that note, members put in all their best to the tune of selling their valuables in order to ensure that the vision came alive. For instance, my mother, just like any other church members sold her valuables in support of the project. Unfortunately, at the completion of the project, we were told that all prospective candidate would pay without which they would not be offered the admission. The financial implication was so huge to the extent that it was not within the reach of an ordinary citizen.⁵⁷⁸

The issue of inadequate funding has often had negative effects on staff's participation in workshops/seminars and conferences within and outside the country. Such academic meetings are to keep the academics abreast of latest development in their disciplines as well as to enhance academic delivery and developments.⁵⁷⁹ This challenge, however, bites harder in non-faith-based universities that depended solely on the students' tuition fees and the proprietors' financial strength for survival. The case is slightly different in the faith-based private universities where they source for funds through students' tuition fees, goodwill of the stakeholders, and the church.

Also, most of these private universities often times hire inadequate manpower as they prefer to rely on senior academics from public universities. These occasional lecturers are being referred to as adjunct/part time lecturers and are recruited to work on part time basis. Inadequate manpower in some of these private universities formed the basis upon which some Nigerians never accepted the incursion of private handling of university education in Nigeria. To this end, Akinsefolu, argued that

⁵⁷⁸ Interview with Titilayo Aikulola. A member of the host-community to Lead City University Ibadan and a member of Living Faith Chapel, AKA Winners' Chapel, Ibadan.

⁵⁷⁹ Oral interview with Tafa, L. S. The Deputy Registrar, Bells University of Technology, Ota. 12/03/13; Telephone interview with Abubakar, Hauwa. Assistant Registrar, American University, Yola, Yola State. 24-04-19; Oral Interview with Egwuonwu, O.K. Senior Assistant Registrar, Babcock University, Ilisan Remo, Ogun State. 10/03/13; Interactive session with Mrs. Irene Igbinosa. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017; and Oral interview with Mr. Adebisi Abdulwasi Adeyemi, Senior Assistant Registrar, Al-Hikmah University, Ilorin, Kwara State. 13-03-2018

most of these universities collect huge amount of money as tuition fees without adequate proportion to the quality of education they offer their students. Wesley University, Ondo, is affected by limited number of staff. The school Management equally owned members of staff to the tune of 22 months. How do you expect them to perform? I have equally heard that the same situation is going on at Achievers University, Owo. It is high time the government woke up to her responsibility in curbing the trends of unrest in these universities.⁵⁸⁰

While commenting on the challenges facing Nigerian private university, Achor stated that the NUC is fully aware of these happenings. That investigation reveals that the source of the problems emanated from limited number of students in these universities, since the financial strength of each university depends to a large extent on the numerical strength of her students. NUC has, therefore, advised them to reduce the tuition fees in order to allow for more students patronage. Also, they should embark on, and intensify efforts in promoting their entrepreneurial schemes to improve their internally generated revenue. The viability of these universities depends largely on the number of students they can boast of. Hence, low student enrolments pose a major challenge to the financial strength of private universities in Nigeria.

In the same vein, Olowu stated that Bingham University experienced students' protest in 2013. This came up because students claimed they lacked basic amenities such as water, electricity, uncondusive hostel arrangement, etc. The situation degenerated into locking up the main gate thus, debarring members of staff from gaining access to the campus.⁵⁸¹ This was closely followed by the expulsion of some students that were involved while some of them were placed on suspension. Olowu noted that even though the development generated a lot of heats, nothing much had been done to improve on the grouse of the students till now.

As an example, the issue of inadequate funding affects Achievers University, Owo. Our survey reveals that members of staff of the institution did not receive salary for several

⁵⁸⁰ Interview with Mrs. Morewa Akinsefolu. One of the parents at Wesley University, Ondo, Ondo State. 16-03-18

⁵⁸¹ A telephone session with Mrs. Josephine Olowu. Department of Sociology, Faculty of Arts, Bingham University, Karu, Nassarawa State. 08-04-19

months. This had made the institution to lose her credibility. Some of the students looked out to other universities due to internal problems that had generated along the issue of non-payment of salary.⁵⁸²

Interviewees equally likened the challenge of finance to the fact that the universities' wage bill on monthly basis is much higher than their internally generated income. As much as they wish to retain and improve staff's capacity-building, the issue of funding has limited the intention to a no small measure. Therefore, reliance on part-time academic staff is a common feature of private university irrespective of their location and orientation. Consequently, a lot of private universities are in dire need of manpower resources. Most of them are not fully equipped in terms of modern infrastructure without the availability of these basic facilities, it would be relatively difficult to run as well as manage an ideal university that meets up with global perspectives.

Salami lamented over the current stand of the government for not incorporating the private universities into benefiting from the funds from the government.⁵⁸³ This was corroborated by Aderemi's view that "it is not easy for the parents to pay all necessary funds that would cater for all the financial needs of these universities."⁵⁸⁴ The Federal Government assists the public university sector from special tax funds known as TETFUND, Education Tax Funds and so on. Many of the interviewees frowned at the government's inability to include the private sector among the list of those universities that would be enjoying the dividend of the special intervention funds.⁵⁸⁵ They argued that the bulk of the money was generated through tax gathered from the private universities in the name of special tax funds called TETFUND while the beneficiary is limited to the public university in Nigeria. They further that the stakeholders in the private university sector are making moves to ensure that the policy is being reverted to favour both the public and the private as well.

⁵⁸² Interactive session with Mrs. F. B. Sofowora, the Registrar, Achievers University, Owo. 03/08/2017

⁵⁸³ Interactive session with Mrs. Dorothy Salami, Registrar, Kings University, Ode-Omu. Osun State. 30/07/2017

⁵⁸⁴ Interactive session with Aderemi, Yusuf Ganiyu, Assistant Registrar, Oduduwa University, Ipetumodu, Osun State, 04/08/17

⁵⁸⁵ Interview with Mr. Aderemi, Yusuf Ganiyu, Assistant Registrar, Oduduwa University, Ipetumodu, Osun State. 2/08/2017; Interactive session with Mrs. Dorothy Salami, Registrar, Kings University, Ode-Omu. Osun State. 30/07/2017 Oral interview with Tafa, L. S. The Deputy Registrar, Bells University of Technology, Ota. 12/03/13; Telephone interview with Abubakar, Hauwa. Assistant Registrar, American University, Yola, Yola State. 24-04-19; Oral Interview with Egwuonwu, O.K. Senior Assistant Registrar, Babcock University, Ilisan Remo, Ogun State. 10/03/13; Interactive session with Mrs. Irene Igbinsosa. Principal Assistant Registrar, Academic Planning Unit, Igbinedion University, Okada. 11/08/2017; and Oral interview with Mr. Adebisi Abdulwasi Adeyemi, Senior Assistant Registrar, Al-Hikmah University, Ilorin, Kwara State. 13-03-2018

In the same vein, Salami noted that the issue of limited number of staff of private university is of a great concern. She stated that most people preferred to work with the public universities. To them, private setting does not promote nor encourage job security. According to them, a proprietor may get to office one day and not feeling comfortable with one's presence hence decided to sack such a person. Therefore, people become very skeptical about working in the private universities mainly because of job insecurity, fear of the unknown, and staff development/welfare⁵⁸⁶ and so on.

Omotosho noted that the government, through NUC, encourages as well as mandating public universities to intensify efforts on their internally generated revenues at a minimum of 10% annually, while the government mandated all registered Limited Liability Companies in the country to pay 2% of their profits to the government coffer as Education Tax Funds. The funds is thereafter disbursed to universities, polytechnics and colleges of education on ratio 2; 1; 1 respectively.⁵⁸⁷ This is a welcome development and a kind gesture towards the development of university education in Nigeria. However, the current study finds out that this gesture was not extended to the private universities. It thus, becomes a great concern to them. According to most of our interviewees, the products of both the private and public universities are turned into the labour market on annual basis, and products of private universities like their public contemporaries contribute their own quota towards the development of the Nigerian economy. Therefore, the government should endeavour to extend the education tax fund to the private sector. We equally find out that this issue had become a topical theme in most and relevant fora where principal officers of both the private universities and the National Universities Commission meet to resolve the matter but yet to be concluded by the government.

5.2.3 Staff Welfare/Development/Poor Conditions of Service

It is generally believed that enhanced promotions do not allow for the seasoning and maturity of beneficiaries. This study reveals that most of the private universities in Nigeria, especially the non-faith-based ones do not give sufficient consideration for staff promotion. Delay in

⁵⁸⁶ Interactive session with Mrs. Dorothy Salami, Registrar, Kings University, Ode-Omu, Osun State. 30/07/2017

⁵⁸⁷ Omotosho, M. O. Private Sector and University Education system in Nigeria: A Review and Synthesis. In Boucouvalas, M. & Aderinoye, R. Eds. 2008. *Education for Millennium Development. Essay in Honour of Prof. Michael Omolewa*. Ibadan: Spectrum Books Ltd. 512

staff promotion according to our findings resulted from several reasons, ranging from internal administrative structure, inadequate publications, to requisite experience as well as its huge financial implications. In some ways, the challenge of poor condition of service is an off-shoot of challenges of funding. Thus, in order to minimise the overhead cost, the university Management pays less attention to condition of service and its financial implications which often times results into poor condition of service. In Redeemer's University's experience, Adekeye stated that

The university is working on its internal structure on a regular basis. We are very strict about our guidelines and the rules that guide our promotion and so on. Some members of staff clamoured for promotion, to the extent that they threatened to leave the university for another. The Management maintained its stand that those that were due for promotion would be promoted in due course irrespective of threats from whatever quarters.⁵⁸⁸

One of the reasons some people chose not to work with the private sector (especially non-faith-based private universities) is that most non-faith-based universities pay less salary compared to the faith-based ones. It was also gathered that generally private universities don't promote their staff as and when due while some don't promote at all probably because of the financial implications that would follow accordingly.

The absence of Trade Unions and Students' Union Government on these campuses made the system to look like a regimented one and less open to agitations/unrests. Therefore, both the students and the workers are liable to strictly adhere to the rules and regulations bidding the conduct of such university system. This in effect reflected on other areas such as lack of a 'common voice' where their views and grievances could be aired, lack of recreational facilities for social gathering such as the staff club, and so on.

5.2.4 Recruitment of Inadequate Qualified Manpower

⁵⁸⁸ Oral interview with Dr. Adekeye, K. S. Redeemer's University, Mowe. 11/04/13.

Our field work reveals that there are some private universities that are not well staffed in accordance with National Universities Commission's stipulations as a result of limited financial capability. Most of these private universities often times rely on senior academics from public universities. These occasional lecturers are being referred to as adjunct/part time lecturers and are recruited to work on part time basis. Nevertheless, their loyalty and commitment remain with the government, who is their employer. Unfortunately, it is often the case that, the services of some of these lecturers are engaged by two or more of such private universities. Thus, their effectiveness and efficiency are greatly compromised, especially for the threats of *wear and tear*, fatigue and lack of commitment.⁵⁸⁹ The implication of this is that these lecturers do not have enough time to put in their best into carrying out the duties of impacting knowledge. This is apparent in their lack of dedication. Rather, they see their work in these universities as a leisure pursuit. This, however, poses a serious challenge on staff development, including postgraduate training and research development in the annals of university education in Nigeria.

Besides, most of these private institutions in connivance with officials of the NUC manipulate the process of accreditation. They do this by including names of established scholars of senior cadre on their staff list even when such scholars have no engagements with the university. This is mostly common when the NUC officials are due to visit these institutions for periodic accreditations. They import a lot of non-existing names on the staff list in order to meet up with the required number of staff for further accreditation process.

Covenant University is quite remarkable for its marked difference in this regard. While most other private universities are struggling with how to raise funds to pay their staff, Covenant University has a major concern for how to improve upon the available number of staff it has. Uhuegbu remarked that Nigerian universities have a shortage of about two thousand PhD holders and manpower development. This, however, poses an enormous challenge to the university sector generally, Covenant University is not exempted either.⁵⁹⁰ He stated further that at the inception of the university, it grappled with the challenge of limited qualified manpower. He explained that in the wisdom of the Management, they introduced

⁵⁸⁹ Interactive session with Prof. B. O. Lawal. Department of Teacher Education and Early Childhood. Faculty of Education, University of Ibadan. 15-04-2019

⁵⁹⁰ Interactive session with Uhuegbu, C. C. He is a pioneer staff and the director of Academic Planning and Quality Assurance, Covenant University, Ota, Ogun State. 12/03/13.

what was called capacity-building for members of staff. Those that have Bachelor degree certificates were encouraged to put in for Masters' programme, while those with Masters' degree were encouraged to proceed to Ph.D programme.⁵⁹¹ The development has proved to worth a while as the university continues to incorporated high level manpower to her system on regular basis.

5.2.5 Low Student Enrolment

In spite of available resources (facilities and manpower) that make most private universities conducive for knowledge and skill acquisition, a major challenge confronting this sector is the low students' enrolment which is in many cases, was the result of high cost of tuition fees.

For instance, one of the problems facing some of these universities is low students enrolment. Okanlawon bemoaned the crisis that rocked Wesley University. He explained that this situation emanates from non-payment of staff salary, that these workers had not been paid for over 22 months now. In his words, we must not deceive ourselves, the workers are not committed to the job because they have to look out for other means of livelihood. One cannot really blame them. But the unfortunate part of it is that the students suffer the brunt. For instance, some students are withdrawing to other higher institutions as they could not afford to tie down their destinies here. And with the current situations on ground the Management is doing nothing to salvage the problems. We are hopeful that someday, the condition of this university would improve.⁵⁹²

Our study in this aspect reveals that high tuition fees contributed to the reasons most of the private universities could not boast of large number of students compared to their public counterparts. Achor noted that she usually advises the proprietors of these universities to reduce their fees in order to attract a large number of prospective students. In her analysis, she explained that a lecturer taking a particular course lectures the students whether a student or up to or more than one hundred students. She noted that the same amount of salary a lecturer that handles one student would receive is the same amount he would collect if he lectures one hundred students which boils down to student tuition fee and the number of student paying the

⁵⁹¹ Interactive session with Prof. Awonuga, C. O. Department of Language and Communication Art, Covenant University, Ota. 11/03/13.

⁵⁹² Interactive session with Okanlawon Mayowa, a 400 level Computer Student of Wesley University, Ondo. 10-04-18

fees.⁵⁹³ Thus, in order to minimise cost overhead and other financial burdens, these institutions should endeavour to reduce their tuition to encourage large patronage from both the parents and the prospective students so that they could have more funds to cater for academic development and other expenditures.

5.3 Private Universities and the Challenges of University-Host-community Relations

The presence of private universities in their various host-communities had been proved to be of immense contributions. This had been extensively discussed in the body of this work. Nonetheless, there are two sides to a coin. These universities were not devoid of challenges posed by their communities to the smooth running of their business enterprise. Meanwhile, it was gathered that there was no physical project that could be recorded against the contribution of some of these private universities to their host-communities. Most of our interviewees in different host-communities that cut across the country alleged these universities of their non-interference in the developmental projects in their communities. They noted that their inception had not been impactful on their communities. This is unlike when a public university is cited in an environment. Students are allowed to rent apartments off-campus, while the economy of such universities would be boasted. This negates their experience with the private university. In corroboration, Abdullahi stated that since the inception of Baze University in the community, he could not point at any developmental project provided by the university to the host-community. According to him, the university] strictly mind her business as there was no interaction between the University and the host-community.⁵⁹⁴

In the same vein, Sheriff noted that Veritas University, Abuja has been noted for secluding herself from her host-community in terms of not giving back to the community. According to him, the movement of students of the university is restricted to the campus thus, debarring them from having contact with the host-community. To him, this was not good enough for the people living around the campus as they rarely feel their impact. The same view was gathered from our interviewees as regards their opinion about the discourse. Nearly all of the interviewees complained about the development. For instance, Chinedu, Oyebayo

⁵⁹³ Interactive session with Mrs. Achor, Laretta N. Deputy Director, Monitoring and Inspection Department, National Universities Commission (NUC). 24-08-2017

⁵⁹⁴ Interview with Abdullahi Bala, a resident of the host-community to Baze University, Abuja. 10-08-2017

and a host of others⁵⁹⁵ frowned at the perceptions of these universities about their host-communities. To them, their non-relationship with the host-community was not good enough. However, the challenges these universities face varies in magnitude, but the fact remains that they do exist. Thus, they are ranging from land issue, employment, to scholarship issue, among others.

The experience of the Redeemer's University is quite peculiar as the host-community at the initial stage posed a big challenge to the university. The community (otherwise called Redemption Camp), once saw the university as an arm of the Ministry of the Redeemed Christian Church of God but the plan was strongly opposed by the then Vice-Chancellor.⁵⁹⁶ Since that time, the University had been operating as an autonomous institution without interference from any quarters.

However the university faced the challenge of a permanent site. Our survey reveals that the University was once situated at the Redemption Camp while the space allocated to her was not wide enough to contain the trend of development in the university. The university thus, struggled with limited available space which did not permit her to float some programmes such as Engineering and Agricultural Science. This means that the University would need to expand some of the facilities ranging from classrooms, hostel accommodation, laboratories, to library and stocks on the shelves, among others. Hence, the space could not accommodate these facilities as it has been saturated. In the words of Adekeye, "the only option left for the university was to relocate to Ede, Osun State which is in a near-state of completion, though we have started working with most of the facilities while we have commenced full academic programmes for some time now".⁵⁹⁷

5.3.1 Extortionist Attitudes of the Host-Communities towards the Universities

Our survey of private universities in Nigeria further revealed that the host-communities have peculiar attitudes of extorting the universities sited in their communities. It was gathered that

⁵⁹⁵ Interactive session with Sale, Sheriff. A resident of the host-community to Veritas University, 12-09-17
Chinedu, John. Staff at the Registry. Tansian University, Oba. 15-09-17. Oyebayo Lawal. Mogaji, Ileriika, Ede, Osun State. 30-07-17. Ezeudo, Okolo. Igwe, Amorji-Nike, a resident of the host-community, Caritas University, Enugu, Enugu State. 09-09-17

⁵⁹⁶ Interactive session with session with Prof. Kayode Samuel Adekeye, Deputy Chancellor, Redeemer University, Ede. 31/08/17

⁵⁹⁷ Interactive session with Prof. Kayode Samuel Adekeye, Deputy Chancellor, Redeemer University, Ede. 31/08/16

host-communities to private universities believe that these universities are making enormous gains. Hence, a certain percentage must be returned to the community as a form of compensation for granting the university the opportunity to thrive in the community. According to Ojo, “at Igbesa here, the hosting community to Crawford University, every Tom, Dick and Harry from this community would come here to request for money. At times, some youths would collaborate to demand for financial assistance towards the celebration of festivals and carnivals. They equally made requisition for other unclassified money.”

Our study further reveals that Babcock University’s host-community was not in good terms with the University. This is because the structure of the University like any other private universities in the country does not permit students to live off-campus. This would have afforded the landlords the opportunity to inflate the prices of house rents, which would have improved their economic situations, as well as boost the economic activities of the area. Other challenges faced by the university’s enterprise in the community were the extortion of Babcock staff through the hike in the prices of commodities in the market. This is because immediately the market seller observed that the customer is a staff, they increase the prices of goods higher than the normal price they would have sold it to any other person apart from Babcock’s staff.

In addition, despite the fact that the university was levied on monthly basis towards the payment of vigilante services in the community, the University staff also pay individually in their respective rented apartments for the vigilante services. In a similar development, in a bid for some people from the host-community to express their grievances, the electricity poles in front of the university was constantly vandalised by unknown persons. This, nevertheless, cost the University a lot of money to put back in good shape whenever it occurs. It was gathered that the University Management got frustrated about the development; it therefore, decided to hands off from repairing the poles and directly linked up its source of electricity with Sagamu power station for source of electricity power.

5.3.2 Land Feud

Nearly all the Nigerian private universities had the challenge of land issue. The challenging stories of land issue of each of these universities may differ from the other. but the fact remains that none of them have been exempted from its prevalence. It is either it was inherited during

the process of siting the university, or it emerged as a result of their presence in the community. For instance, Chief Olusola Odegbo, reveals that various families in the community collaborated together to lease out the land where Babcock University is situated. He noted that the community fought with the University, before they could increase the rent.

Our study further revealed that Covenant University, Ota proposed to construct the road along Sango-Ota/Idiroko toll gate. The road had been neglected by the government for a very long time in spite the fact that it was supposed to be maintained by the Federal Government. According to Pastor Balogun, immediately the government got to know that the university was interested in rehabilitating the road, it requested for the money allocated for the project from the Management. The University Management, however, declined. He noted that this would have arisen from the fact that government does not want the University to brag over the project. The university's justification for its refusal to give the money to the government was that governments' officials might misappropriate the money.

Similarly, Adekeye noted that before the commencement of Redeemer's University at the Redemption Camp, the university had already acquired a wide expanse of land at Ibafo, the next village to Mowe, where Redemption Camp is located. At the point of developing the land, different families raised various issues ranging from non-remittance of money to the appropriate quarters, to several unclassified issues. But the inference of the matter was that they wanted more money. They claimed that the land had been 'undersold'. Thus, the issue dragged for a long period more than envisaged despite the fact that necessary payments and paper perfections had been done. The Management therefore, sought to leave for another place which was much bigger in size than the former. It is interesting to note that at the point of sealing the deal, a faction of the 'Omo Onile'⁵⁹⁸ demanded that their senior citizens (aged) must be on a permanent payroll of the university after necessary legal perfection and payment must have been done. In the words of Adekeye, "we said that it is better not to start what we will not be able to sustain". The demand therefore, made the Management to end the negotiation. It thereafter, resorted to the use of the Redemption camp for the siting of the university pending the time, infrastructural facilities would be completed at Ede, Osun State, which is the permanent site.

⁵⁹⁸ *Omo Onile* means the descendants, and the bonafide owners of family land and heritage. They hold the said land in trust. Thus, they own the consent to the sales and land acquisition in Yorubaland.

In the account of Chief Lawal, he lamented that Ede which plays host to Redeemers and Adeleke Universities regretted hosting these private universities in the community. According to him, their members of staff and other supporting staff of the universities are not locally sourced.⁵⁹⁹ He noted that even though, there was no Memorandum of Understanding between the universities and the community as the circumstances surrounding the establishment of the university, especially Redeemers University in the community was divinely ordained. He stated further that at first, Redeemers University planned to site one of her Faculties- agricultural department in the community but God insisted that the whole University be sited in the community. It was however, unfortunate that the University has done nothing for the community in terms of Corporate Social Responsibility. For instance, the community plays host to Adeleke and Redeemer Universities. Adeleke University some time ago organised scholarship for about ten indigents students of Ede descent. But the project has been hijacked by the politicians thus far.

Our survey reveals that there are universities that have issues with naming the communities these universities are sited. A good example of such is Crawford University, located in Adie-Owe. From all indications, the university was officially recognised by the National Universities Commission as situated at Igbesa. This was however, discovered by the researcher on her way to the University. At Atan Motor Park, she boarded Igbesa vehicle, which out of her inquisitiveness discovered that Crawford University was not situated at Igbesa but Adie-Owe. She thereafter, alighted from Igbesa vehicle to board another car to Adie-Owe. A further probe later revealed that the land was secretly sold by Igbesa people to the Apostolic Faith Church, the proprietor of Crawford University. Thus, the name, Igbesa became recognised as the host-community, both at local and international levels. This, has however, led to a feud between the two communities, that is, Adie-Owe and Igbesa. The situation degenerated to the level of seeking the court injunction as regards the matter. Subsequently the court resolution was declared in favour of Adie-Owe community, the acclaimed rightful owner of the land.

According to Chief Adesulu, (a.k.a Bolorunduro), “this place is called Adie-Owe, for confirmation go and check the signboard over there, you will see that Adie-Owe is written on

⁵⁹⁹ Interactive session with Alhaji Oyebayo Lawal. Mogaji Ileriika, Ede, Osun State. 30/07/2017

it”.⁶⁰⁰ He explained that Igbesa is the next community to Adie-Owe and had been ruled by ‘Oba’ being a first-class rated community, while Adie-Owe which adopted the title, ‘Baale’ by the community leaders because the community was rated as second class. The case was taken to the court of law to rename the University’s site as Adie-Owe, and not Igbesa as visitors get confused whenever they were coming to Crawford University. This had caused a lot of misunderstandings between them and the motorists. In corroboration, Chief Adelakun, (a.k.a Ojuoluwa), further explained that “the land was secretly sold to Faith Apostolic Church by Igbesa people. Our community has taken the case to the court and the judgment passed was in favour of Adie-Owe. The lawyer had formally written to the University to intimate them about the development for necessary actions.”

Contrary to the report gathered from the host-community on the feud between Igbesa and Adie-Owe, the University Management maintains that naming of an area was a common land dispute. Ojo explained that Adie-Owe, was a quarter in Igbesa, that the community was generally recognised as Igbesa. Hence, the issue was of no importance as far as the University was concerned.⁶⁰¹ Nonetheless, he declined that the University did not receive any court injunction on the renaming of the location where the University was sited. Thus, these contradictory positions call for special attention. Despite the fact that about five people including the *Baale* in person of Chief Abudu Olusola confirmed the incidence, the university declined that they were not aware of the development.

In the same vein, Amai community grouses over the naming of Novena University, Ogume. The community where the university is situated is officially identified as Ogume. In reality, the university is sited at Amai. According to Eke, this was purposefully done from its inception,⁶⁰² development which has drawn out a lot of questions from their sons and daughters both within and in Diaspora. Our research finds out that Dr. Ochonogor registered the University in 2005 as being situated in Ogume. The fact of the current operations in Amai presupposes due recognition of its identity. What Amai residents clamour for is that the status

⁶⁰⁰ Oral interview with Elder Adesulu. He is a prominent member of Adie-Owe community, who had been a resident before the advent of Crawford University in the community. 13/03/13.

⁶⁰¹ Oral interview with Ojo Abayomi. Deputy Registrar and the Director Corporate Affairs Department, Crawford University, Igbesa. 14/03/13.

⁶⁰² Eke, Tony. *Novena University, its strides & identity question*. The Pointer. Friday July, 12, 2019. 10

of Amai should be properly accorded. Eke noted that to them, if the table had turned and Ogume people found themselves in the same situation, they wouldn't have tolerated it.

Eke stated further that some of the problems that such a scenario would create is that it could bring about confusion especially those visiting the community for the first time that do not have adequate knowledge of the terrain; it may led to confusion and mistake of identity. Also, people may generally think that Amai is an extension of Ogume. He concludes by calling on the proprietor to look into the matter in order not to be denied of its identity.

As if the above was not enough, Prince Olasunkanmi Olawuyi Tadese, Majirin of Iwo succinctly explained that before the coming of Bowen University, Iwo, there had been primary and secondary schools in the community. He explained that the former King of Iwo, Oba Latunji Tadese made a lot of efforts to bring a university to the community but could not be achieved. Few years later, the Baptist Convention made the move and it was a welcome development. Hence, a large parcel of land was released to the Convention to build her University. The joy of the development made a large number of people to release their land while the survey was done to perfect the deal. As such, there was no formal Memorandum of Understanding between the people/community and the Convention before the land was given out. However, people did not benefit as anticipated. Thus, there was agitation from many quarters that the university should pay money for the acquisition of the land at least for compensation. The community however, planned to distort the running of the university if not attended to. In regards to this, the community employed a lawyer to take up the case to the High Court of Law.

A committee known as Committee on Bowen land and other Matters was set up for that purpose which eventually raised a sum of ₦10 million. The university donated ₦60 million making ₦70 million for the compensation and pacification of the aggrieved community.⁶⁰³ Prince Tadese reiterated that the sum of N70m should not be regarded as payment for the land but to pacify aggrieved landlords. The court advised that they should settle out of court.

5.3.3 Grievances over Non-granting of Scholarship to Indigenes

⁶⁰³ An interactive session with Prince Olasunkanmi Olawuyi Tadese, Majirin of Iwo land. 02/08/17

This work that the unredeemed pledges of annual scholarships to academically inclined indigent indigenes is another identified challenge confronting private universities. For instance, our study at Babcock revealed that the community believes that it provided an enabling environment for the University enterprise to flourish. Hence, the community expected that the university would provide financial assistance to them whenever the need arises. According to them, little or nothing was given back to the community. For instance they believed that the scholarship programme was not extended to academically inclined indigenes; and that even if it was given, it was limited to the children of the high chiefs which the community leaders vehemently frowned at.

According to Chief Abudu Odegbo, “the University claimed that they gave out scholarship to twenty students annually, on what criteria, and who are the beneficiaries? If the university says the truth, those benefitting must have been children of the high chiefs and the privileged few.”⁶⁰⁴ Be that as it may, Egwuonwu was of the opinion that whatever the level of misappropriation of the funds may be, the University was less concerned about who shared the money as long the University redeems her pledges.

According to Tadese, one of the major challenges the community is having with Bowen University, Iwo is the issue of not admitting a large number of the indigenes into the University as their students.⁶⁰⁵ Our study however, reveals that the admission quota giving to the host-community is not limited to a particular number. It all largely depended on the financial capability of the prospective candidates. To further express their grievances against the University on the issue of scholarship, Tadese noted that the community raised eyebrow about it relentlessly. He explained that though, the university has yielded a little bit by given out scholarship to about ten of the indigents who are academically inclined citizens. He was optimistic that there is always a room for improvement. While the issue was raised with Ilupeju, one of the Management staff of Bowen University, he stated that the Memorandum of Understanding between the two parties, that is, the host-community and Bowen had been faithfully adhered to. He noted that some of the indigenes that are academically inclined and have met the requirements were admitted by the university on scholarship -tuition-free. Also,

⁶⁰⁴ Oral interview with Chief Odegbo, Olusola. A High Chief and community leader, Ilisan Remo, Ogun State. 13-03-13

⁶⁰⁵ Oral interview with Prince Olasunkanmi Olawuyi Tadese, Majirin of Iwo. 2/08/2017

whenever the community needs any financial assistance, the University rises to the occasion.⁶⁰⁶

5.3.4 Unemployment Issue

One of the challenges facing Babcock University from the host-community is the allegation that the university had refused to employ the indigenes. It was alleged that the university employs people from other parts of the country without significant consideration to the indigenes. It was reported that the community leaders/Landlords' Association spearheaded the allegation. They noted that instead of the university to place indigenes in the senior cadres, they were employed as supporting staff such as cleaners, gardeners and so on.

Egwuonwu, however, frowned at the allegation. She explained that majority of the applicants who are indigenes were not academically qualified to take up any substantial position. She further explained that the university tries as much as it could, to employ them as long as there is vacancy and they qualified to obtain such position(s) as the case may be. She maintained that there are positions that the university could not just allow any one in spite of the academic attainment to vie for, because of the sensitivity of the positions. For instance, a non-Seventh Day Adventist could not attain the positions of Vice-Chancellor, Deputy Vice-Chancellor, Registrar and Bursar. Apart from the fact that they are academically qualified, they must be ardent Seventh Day Adventists. This was important because these groups of people are regarded as the custodians of the religious tenets and laws guiding the university. In order not to lose the vision and the mission of the university, the Management becomes very meticulous about choosing people who would occupy these sensitive positions. According to Egwuonwu, "they want the university to employ them today and rise to the position of director the following day, while they don't appoint you today and you become the high priest in their shrines, the following day".⁶⁰⁷ Tadese explained that it was when pressures started coming up that Bowen University, Iwo started employing a few number of non-teaching, teaching and supportive staff. The university employed one principal officer, that is, librarian, on academic board, 3 Iwo indigenes were employed.

⁶⁰⁶ Interactive session with Mr. Ilupeju, S. Adebayo. Deputy Registrar Academics, Bowen University, Iwo. 02/08/17,

⁶⁰⁷ Interactive Session With Mrs. Egwuonwu, O.K. The Senior Assistant Registrar, Babcock University, Ilisan Remo, Nigeria. 10/04/13.

5.3.5 Challenges of Residence/Accommodation

One of the cardinal principles of private university in Nigeria is to ensure the provision of accommodation facilities to all their students. Virtually all our survey of private universities reveal that landlords in the host-communities are not pleased with idea that students are not permitted to live off-campus. The intention of these landlords was that the emergence of these institutions in their communities, would serve as impetus to their individual economic enhancement as well as boosting the economic activities of the area. From experience, host-communities to public universities enjoyed the dividend of students renting apartments from them, hence, the economic situation of such communities become improved as they experience high influx of both the students and members of staff of these universities.⁶⁰⁸ For instance, Fagbemi noted that

“when both the Polytechnic and University of Ado-Ekiti were established, the economy of this town received a boost; the establishment of these institutions led to population increase and some various infrastructural developments. In addition, buildings were built by people as students rent apartment for accommodation. It was a welcome development when we heard that a private university would be sited in this community but to our greatest disappointment, the Management of this private university do not allowed her students to have anything to do with the host-community. We don’t feel their presence at all.”⁶⁰⁹

The host-communities to private universities equally thought that the development would benefit their economic situations. Thus, their hopes became abruptly dashed due to the aforementioned reasons.

In the same vein, some universities are not faithful to the principle ensuring the provision of accommodation facilities to all their students. For the purpose of illustration,

⁶⁰⁸ Interview with Mrs. Edosa Theresa. A resident of Oghara, Delta State. 11-08-2017

⁶⁰⁹ Interactive session with Pa Olugbesan Fagbemi. A resident of Ado-Ekiti. 20-11-2017

private universities such as Oduduwa University, Ipetumodu; Lead-City, Ibadan and a host of others⁶¹⁰ still permit their students to live-off campus due to inadequate residential facilities. A major possible challenge associated with this would be that the menace of cultism, and other forms of vices that mar the public universities may crept and erupt in such private universities, as student continue to associate with members of the public that belong to such groups.

This study further reveals that Abeokuta was very receptive to Crescent University. However, the community has not in any way benefitted from the presence of the University in the area. In the reaction of Oyekanmi, “the only benefit the community could record against the University’s presence in this community was that the residents were allowed to enter into the campus to observe their *Jumat* prayers in the University’s mosque.” He explained that since 2002, the area suffers from electricity power outage. That the area had been cut-off from the national grid as a result of non-availability of a transformer. He said that despite the fact that the University was intimated with the development, no positive move was made by them. He pointed attention to the deplorable state of the local road in front of the University while it had claimed several lives, yet the University failed to come to the rescue of the community. The response was corroborated by Pastor Samuel Balogun. According to him, “this community has not benefitted from the University. The transformer this community is using was donated by May and Baker Pharmaceutical Company about two years ago immediately the Company resumed operation in this community.”

It is not a doubt that Nigerian private universities are confronted by a lot of challenging moments. The situation however, affords the stakeholders the opportunity to gain more experience in the business. They continue to intensify more efforts that would enable them to conform to the university education’s goals as enshrined in the national policy aim of education.

⁶¹⁰ Interview with Jide Arowolo. Ex-student of Lead-City University, Ibadan. 12-01-2018

CHAPTER SIX

CONCLUSION

The efficacy of education as a strong instrument and solid foundation of societal development encouraged many nations of the world to commit as well as to invest a good percentage of

their resources, both human and material wealth into the founding as well as the funding of citadel of learning at all levels. Nevertheless, the implication of the fall out of Structural Adjustment Programme (SAP) play prominent role in the economic depression which affect virtually all the sectors of the economy (education sector inclusive) with its attendant implication of gradual decline in the quality of education at all levels in Nigeria. This fact, in addition to several other factors that were mentioned in the preceding chapters of this work, motivated successive governments in Nigeria, like many African countries, to involve private hands in the delivery of education from the primary to the tertiary levels in the country to her citizenry.

However, this work had successfully highlighted the emergence and the evolving process in the history of university education through, the Medieval Age, to the Contemporary times. The views of diverse scholars on, the importance of education, and university education in particular to the societal development were presented and discussed. The study equally examined and interrogated scholars' opinions, as regards the incursion of private universities in the world at large, Africa and Nigeria in particular.

In this work, the development of university education in Nigeria and its different changing scenes right from the pre-colonial Nigeria was examined. This began from the Yaba College in 1932, to the University College Ibadan in 1948, up to the establishment of University of Nigeria, Nsukka in 1960 immediately after the Nigerian political independence. The work equally interrogated the politicisation of university education in Nigeria with its attendant implications that range from where these universities are sited to the qualities of education, among others which are being upheld with the principle of Federal Character and quota system in Nigeria. It also scrutinised the creation of four regional universities that were regarded as first generation universities. The work further gave a brief insight into the need for the creation of universities that were established between 1970 and 1985. These were purposely created to meet the manpower requirement of the post-civil war reconstruction efforts, the challenges of nation-building and increased industrialisation at the global level.

The study also highlighted the need for third generation universities. This was aimed at a paradigm shift from broad-based curriculum content to specialised education which focused on Technology and Agriculture. It is worth mentioning that the period between 1979 and 1983 witnessed the emergence of the first phase of private universities in Nigeria. We

looked at factors that encouraged the emergence as well as subsequent demise of the invention which emanated from poor quality of programmes. The period equally experienced the issue of unequal educational opportunities and Federal Character⁶¹¹ that became a topical issue in the political discourse in Nigeria. This subsequently brought about the birth of 19 states-owned universities as the Federal Government encouraged all the state governments to establish their own university that were regarded as the fourth-generation universities in Nigeria. We, however, capped the historical development of university education with the examination of the fifth-generation universities.

The study also discusses the various reasons universities founded and controlled by the government (either state or federal) ran into various hitches. The discussion also included how the hitches led into near-total collapse or decline in service delivery of university education, and subsequent societal clamour for private university as the adequate alternative. This work has also looked into factors that came into play why Nigeria is responsible for the hosting of the high number of private universities in the educational landscape of the country within our period of consideration. From this thematic focus, the discussion progresses to the incursion of private universities. These universities were mainly owned by private and religious organisations.

This work further examines the emergence, the trend of growth and development of Nigerian private universities in terms of infrastructural and human resources in service delivery in private universities in Nigeria during our period of study. It also investigates the impact of private universities on the society basically from the perspectives of socio-economic development of the country as a whole. The study interrogates the corporate, and or individual private universities' experience on the challenges facing the sector in the course of discharging their responsibilities ranging from internal, to external influences which grapple with the prompt and adequate service delivery.

To a certain extent, the roles of the National Universities Commission (NUC) were interrogated, especially its role to midwife the birth of universities (both public and private) in Nigeria, and as a watch-dog on them.

⁶¹¹ The principles of proportional sharing of all bureaucratic, economic, media and political posts at all levels of government in Nigeria.

This study posits that, as with public universities, private universities to a large extent could not get away from the public critique. Some people criticise private universities on the grounds of high tuition fees. This group of people believe that either faith-based or non-faith-based, one of the aims of establishing private universities was for profit maximisation otherwise called accumulation of wealth. However, Nigerian's peculiar notion and prompt attitude of providing individual solution to social problems was one of the reasons there was private incursion in the provision of primary and secondary education in Nigeria in the early 1980s. Justification arose from the fact that most individuals, corporate or religious bodies that showed interest in running a private university must have either emanated from the experience they got from running private Nursery/Primary and Secondary schools. Or that they have closely monitored the trend of educational development in Nigeria and have discovered that it is a venture that is worth a while.

The stakeholders on the other hand justified why they collect a huge amount of money. Most times, their justifications were hidden under the deplorable state of the Nigerian economy, generation and provision of qualitative infrastructural facilities, materials and human resources which are capital-intensive. This notwithstanding, the accessibility of private university is limited to children that come from the affluent families. Thus, other candidates who are academically inclined but are not given a place in the public universities are unable to secure a place in the private university as a result of financial disqualification.

In addition, a critique further elaborated that the coming up of private universities in the educational landscape in the country was purposely to create class system or better still, for social stratification in the country. This is well viewed from the perception that majority of Nigerians live below poverty lines. The only option left for children of this group of people was public university education which is relatively cheap when put side by side with cost of private university. Therefore, the posers are "Who are the beneficiaries of private university? Are they not the sons and daughters of privileged few, that is, the rich people in the society"? The response is not farfetched as the door to private university in Nigeria is widely open to all, as long as one has the financial capability.

Funding remains a never-ending search for universities in Nigeria (private universities not excluded). Some private universities are unable to pay staff salaries and wages which hamper the progress of academic development in the affected universities. An equally

significant development during our period with private university enterprise was the discovery that they share the limited academic staff in the public universities. Inadequate funding thus, affects the employment and retainer of senior faculty. As a result, they rely on public universities from where they obtain lecturers such as visiting, associate/part-time or adjunct, and, faculty on sabbatical, to handle teaching activities.

Most times, these lecturers have been retired from the service of public universities. Sometimes because of rigorous mental activities they were engaged in during their service years, some of them must have become old as well as frail. Though they are vast in knowledge and experience, the law of diminishing returns would have started setting in while discharging their astute roles of teaching, among others. In addition, most of them make use of ad-hoc staff especially during the periodic accreditation of programmes carried out by the National Universities Commission. This they do to portray before the NUC officials that they have the required qualified number of staff, which, by the end of the exercise, they lay off⁶¹² while they continue with the few employed and adjunct lecturers they have.

Our study further reveals that a good number of private universities in Nigeria are creditable and noted for, in the provision of uninterrupted educational calendar throughout the year. They have high level of security, conducive atmosphere of learning, provision of better quality graduates, graduates that are more ethical and disciplined graduates, among others. For instance, Adetunji stated that Redeemers University was chosen as one of the Africa's Centre for Excellence for Genomics of Infectious Disease. The project was established and funded by the World Bank. The Centre had carried out a variety of activities on diagnosis, prevention and control of infectious diseases such as Ebola Virus, Monkey Pox and Lassa Fever. It is worth noting that more than 600 students and other experts across the globe had been trained by the centre on diagnosis and containment of Monkey Pox.⁶¹³ Also, the establishment of Bowen University Solar Energy Research and Applications Centre (BU-SERAC) established in 2011. Specifically, projects that have been undertaken by the centre within the first two years of its existence include; supply and installation of solar-powered chest type freezer/refrigerator in private residences and small scale ice makers; solar electricity for

⁶¹² Oral interview with Dr. Mmika, I. E. principal officer, Accreditation Department, National Universities Commission, Abuja, 21-08-2017

⁶¹³ Interview with Adeleye, Adetunji. Head Of Department, Corporate Affairs Unit, Redeemer's University, Ede. 3/08/2017

private residences in Ibadan, Iwo, Ilorin, Ogbomoso, and Ile-Ife, among others; solar lighting for a church premises in Ilorin; solar street and area lighting in Ilorin, Iwo and Ikorodu.⁶¹⁴ And the establishment of radio stations by most of these universities. In addition, African University of Science & Technology, Abuja demonstrates herself as an integral part of her immediate community. Most ideas conceptualised, designed and produced are locally sourced materials. The productions and sales are disposed to the immediate environment for consumption. These include bamboo bicycle, ceramic tile, and water filter⁶¹⁵ among others.

Our study also reveals that private universities face the challenges that are generally rooted in the lack of adequate financing and accreditation problems. However, better and efficient management of both the material and manpower resources of these private universities, help them to live up to the tests better to a no small measure. In the face of numerous challenges confronting private universities in the country, nearly all of them are out on the mission and vision to produce well-groomed (intellectually and morally) graduates remains alive – dedication to training moral and intellectual sound graduates of the university as any graduate must not be found wanton in character and learning.

Private university is basically profit-oriented, thus, those investing in it, either faith-based or non-faith-based look forward to someday when they would begin to reap dividends from their labour. It is noted in the study that the cost of private universities is high, thus, limiting the prospective students who are academically inclined but do not have the financial muscle. As a result, many are unable to source for enough candidates to justify their existence as they are operating below their carrying-capacity. This however, negates the idea of widening access to higher education.

The study further reveals that in spite of all odds, some notable private universities in Nigeria such as Igbinedion, Okada; Babcock, Ilisan-Remo; ABTI Yola; Bowen, Iwo; Nile, Abuja; Baze, Abuja; Covenant, Sango-Ota; Landmark, Offa; Madonna, Okija; Afe Babalola, Ado-Ekiti; Crowther, Oyo; and, a host of others have made giant strides in the acquisition of ultra-modern infrastructural development, land, internet system, equipment, etc of world-class standard, and the reports they get from employers of their products is very encouraging. In

⁶¹⁴ Interactive session with Mr. Ilupeju, S. Adebayo. Deputy Registrar Academics, Bowen University, Iwo. 02/08/17

⁶¹⁵ Interactive session with Mr. Osoba Igbinoba. Registrar, African University of Science & Technology, Abuja. 13/09/17

addition, the presence of these universities has proved to be a good source of employment for both the teaching and non-teaching, and supportive staff in a country where unemployment is common knowledge and a big challenge.

In addition, most works done on private universities in the country accorded the milestone achievement of the founding of private universities in Nigeria to Chief Olusegun Obasanjo-led administration in the country. Our study however, reveals that the positions of these scholars are not correct. This was because the provisional licenses granted to the first three sets of private universities in Nigeria, that is, Igbinedion University, Okada, Babcock University, Ilisan-Remo and Madonna University, Okija were presented to them during the Abudul Salam Abubakar-Military Military led government on 10th of May, 1999 while the license was dated 20th May, 1999. The new civilian administration which was sworn into office on 29th May, 1999 only keyed into the existing government policies on higher education by promoting, encouraging and expanding private participation access, in the provision of higher education in Nigeria.

To round off, private sector involvement and participation in the university education is a global phenomenon with its copious contributions to human development. Choice, accessibility and high overhead cost motivated successive governments in Nigeria to engage individuals, corporate bodies and interested communities in the delivery of university education as the government cannot continue to be the sole provider of university education in the country. As such, private universities have complemented the efforts of public universities since their emergence in 1999. Therefore, the involvement and participation of private sector in the expansion of tertiary education from 1979 to 2015 brought about significant socio-economic development, innovation and sustainability to higher education in Nigeria.

Hence, as a way of ensuring that standard and quality are maintained, there must be sustainable and enduring policies that would continuously serve as quality control and monitoring. These must be considered while efforts must be intensified with well-defined structures that would meet the international standards. At the same time, there must be continuous increase access. This suggests that the roles of private sector will not replace that of the public sector in realising the benefits of viable education in the country, as public and

private sector participation in the provision of higher education remains significant for the development of university education in Nigeria.

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Map

Adeyemi, B. A., GIS and Remote Sensing. Department of Geography, Adeyemi Federal University of Education, Ondo, 2022

Oral Interview

NAMES	AGE	OCCUPATION	PLACE OF INTERVIEW	DATE OF INTERVIEW
Abdullahi, Bala	78	Farming	Host-community to Baze University, FCT, Abuja	10-08-17
Abdullahi, Hamza	62	Director, Establishment of Private Universities	National Universities Commission, FCT, Abuja	23-08-17
Abdulrahman, Hadiza	57	Deputy Director, Undergraduate Accreditation	National Universities Commission, FCT, Abuja	15-08-17
Abdur-rahim, Oladimeji	82	Proprietor	Al-Hikmah University, Ilorin, Kwara State	03-10-17
Abubakar, Hauwa	47	Assistant Registrar	American University, Yola, Yola State	24-04-19
Abudu, Olusola	82	<i>Baale</i>	Adie-Owe, the host-Community to Crawford University, Igbesa. Ogun State.	13-03-13

Achor, Laretta N.	64	Deputy Director, Inspection & Investigation Department	National Universities Commission, FCT, Abuja	24-08-17
Adamu, Sani Abashe	59	Registrar	Al-Qalam University, Katsina, Katsina State	07-05-18
Adebayo, Seri	39	A resident	McPherson University, Seriki Sotayo. Ogun State.	11-03-13
Adebisi, Abdulwasi Adeyemi	58	Senior Assistant Registrar	Al-Hikmah University, Ilorin, Kwara State	13-03-18
Adebola, A. O.	55	Dean Student Affairs	Crawford University, Igbesa, Ogun State	06-09-17
Adebogun, Oladega	72	The Proprietor	Caleb University, Imota, Lagos State	10-04-19
Adeboye, Enoch Adejare	75	The Proprietor	Redeemer's University, Ede Osun State	10/09/17
Adegbenro, Omololu	57	Registrar	Elizade University, Ilara-Mokin	09-05-17
Adelakun, (A.K.A. Oju Oluwa)	60	A community leader	Adie-Owe, the host-Community to Crawford University, Igbesa. Ogun State	13-03-13
Adeleke, Adedeji	73	Proprietor	Adeleke University, Ede, Osun State	10-10-16
Adekeye, Kayode Samuel	61	Deputy Chancellor	Redeemer University, Ede, Osun State	31-08-17
Adenekan, Sheriff Adeyemi	48	Principal Assistant Registrar	Fountain University, Osogbo, Osun State	02-08-17
Ade-Ojo, Michael	77	Proprietor	Elizade University, Ilara-Mokin, Ondo State	03-01-15
Aderemi, Yusuf Ganiyu	46	Assistant Registrar	Oduduwa University, Ipetumodu, Osun State	04-08-17
Aderibigbe, Wale	57	Registrar	Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	14-03-18
Aderounmu, W. O.	65	Vice-Chancellor	Wesley University, Ondo Ondo State	15-12-17
Adesina, C. O.	52	HOD, History Department	University of Ibadan, Oyo State	27-03-19
Adesulu, Adefowope	78	A High Chief	Adie-Owe, Igbesa, Ogun State	14-03-13
Afe, Babalola	80+	Proprietor	Afe Babalola University, Ado-Ekiti, Ekiti State	10-03-16
Agbaje, G.O.K.	59	The Principal Assistant Registrar	McPherson University, Seriki Sotayo, Ogun State	12-04-14

Agbanyim, N.	53	Assistant Director, Human Resources	Babcock University, Ilisan Remo, Ogun State	21-04-19
Aghedo, Oshioreamhe	47	Dean, Student Affairs	Baze University, FCT, Abuja	14-05-18
Aikulola, Titilayo	38	A resident and member of Living Faith Chapel	Lead City, University, Ibadan, Oyo State	10-02-18
Ajayi, Afolabi	58	Registrar	Hallmark University, Ijebu- Itele, Ogun State	05-04-19
Akinsefolu, Morewa	59	A parent	Wesley University, Ondo, Ondo State	16-03-18
Akintayo, J. O.	55	Deputy Registrar	Redeemer's University, Mowe, Ogun State	21-03-13
Akintobi, D. D.	51	Resident	Adie-Owe, host-community to Crawford University, Igbesa. Ogun State	13-03-13
Akpanudo, Imo	49	Assistant Registrar	Obong University, Obong- Ntak, Cross River	03-09-18
Aloysius, Udeoke	62	Registrar	Christopher University, Mowe, Ogun State	03-03-19
Amaga, Sam	64	Proprietor	Salem University, Lokoja, Kogi State	28-08-17
Aminu, Aba	59	Deputy Director, Academic Matters	National Universities Commission, FCT, Abuja	16-08-17
Ayorinde, 'Supo	61	Proprietor/Presiden t	Bowen University, Iwo, Osun State	02-08-17
Ariyibi, Beatrice	45	A resident	Opposite, Crescent University, Abeokuta. Ogun State.	15-03-13
Ariyo, Ayodeji	64	A parent	Achievers University, Owo, Ondo State	02-07-18
Arowolo, James	72	A community leader	Mowe, Ogun State	26-03-13
Aruwajoye, Olajide.	28	An ex-student	Lead-City University, Ibadan, Oyo State	12-01-18
Attah, Timothy	59	Acting Registrar	Salem University, Lokoja, Kogi State	28-08-17
Ashafa, Ladan	57	Deputy Director, Resources & Strategic Planning Department	National Universities Commission, FCT, Abuja.	24-08-17
Awonuga, C. O	65	HOD, Department of Language and Communication Art	Covenant University, Ota, Ogun State	11-03-13

Aziba, Margaret Itohan.	51	Registrar	Augustine University, Ilara-Epe, Lagos State	06-03-18
Azubuike, Ezenwoke,	56	Deputy Registrar	Landmark University, Omu-Aran, Kogi State	08-05-16
Baba-Ahmed, Datti	43	Proprietor	Baze University, FCT, Abuja	14-05-18
Balogun, Samuel	66	A Landlord, and a resident	Saowama Company, opposite Covenant University, Ota. Ogun State.	12-03-13
Bamah,Uche	38	Monitoring and Inspection Department	National Universities Commission, FCT, Abuja	24-08-17
Chinedu, John	43	Staff at the Registry	Tansian University, Oba, Anambra State	15-09-17
Chukwuma, Emmanuel	63	Proprietor	Paul University, Awka, Anambra State	09-08-17
Dogun, Tonny II,	54	Registrar	Ritman University, Ikot Ekpene, Akwa-Ibom State	19-06-17
Ebele, Chigozie	70	A resident	Caritas University, Amorji-Nike, Enugu State	09-09-17
Edosa, Theresa.	68	A resident	Oghara, Delta State	11-08-17
Efam, Edith	50	Registrar	Wellspring University, Benin-City, Edo State	02-11-18
Egborge, Rosalyn	57	Registrar	Edwin Clark University, Kiagbodo, Delta State	04-09-16
Eghosa, Osaghae	59	Vice-Chancellor	Igbinedion University, Okada, Edo State	14-08-17
Egwuonwu, O.K.	54	Senior Assistant Registrar	Babcock University, Ilisan-Remo, Ogun State	10-04-13
Ekumvisong, Patrick	59	Deputy Registrar	Caritas University, Amorji-Nike, Enugu, Enugu State	09-09-17
Ezenwa, Peter	91	Igwe, Eze Okpokoi of Oba	The host-community, Tansian University, Anambra State	16-07-17
Fagbemi, Olugbesan	51	A resident	Ado-Ekiti, Ekiti State	20-11-17
Faruk, Lawal M.	49	Deputy Director, Programme Planning	National Universities Commission, FCT, Abuja	23-08-17
Fatogun, A. T.	58	Registrar	Ajayi Crowther University, Oyo, Oyo State	12-03-18
Ganasan, Sushan	49	Acting Registrar	Renaissance University, Enugu, Enugu State	21-01-19
Godson, Ifunanya	32	A resident	Godfrey Okoye University, Enugu, Enugu State	09-08-17

Gabriel, Joseph	37	A resident	McPherson University, Seriki-Sotayo. Ogun State.	12-04-13
Godwin, Happy	43	A resident	Covenant University, Ota. Ogun State.	12-03-13
Ibori, James	59	Proprietor	Western Delta University, Oghara, Delta State	05-11-18
Ibru, Cecilia	71	Proprietress	Michael & Cecilia Ibru University, Agbarha-Otor, Delta State	11-02-19
Igbinedion, Gabriel Osawaru	83	Proprietor	Igbinedion University, Okada, Edo State	12-08-17
Igbinosa, Irene	53	Principal Assistant Registrar	Igbinedion University, Okada, Edo State	11-08-17
Ilogho, Linus	63	Registrar	Novena University, Ogume, Delta State	10-10-18
Ilupeju, S. A.	55	Deputy Registrar Academics	Bowen University, Iwo, Osun State	02-08-17
Imafidon, Kingsley	48	A resident	Wellspring University, Benin-City, Edo State	02-11-18
Kaigama, Ignatius	65	Proprietor	Veritas University, Abuja	08-03-17
Kasali, M. A.	45	HOD, History and International Relations	Crescent University, Abeokuta, Ogun State	30-06-17 15-03-15
Kolo, T. N.	64	Registrar	Michael & Cecilia Ibru, University, Agbarha-Otor, Delta State	11-02-19
Kujore, Adesoji	40	Administrative Officer	Mountain Top University, Mowe, Ogun State	04-07-18
Kumo, Gidado B.	60	Director, Academic Planning	National Universities Commission, FCT, Abuja	23-08-17
Lawal, B. O	64	Department of Early Childhood & Teachers' Education	University of Ibadan, Oyo State	15-04-19
Mark, Osama Ighile	49	The Ag. Director of Academic Planning Unit	Benson Idahosa University, Benin-City, Edo State	18-10-17
Mkena, David	56	Registrar	University of Mkar, Gboko, Benue State	11-04-19
Mmika, I. E.	48	Principal Officer, Accreditation Department	National Universities Commission, FCT, Abuja	21-08-17
Mustapha, Kadiri	58	Senior Assistant Registrar	Summit University, Offa, Kwara State	22-01-19
Njoku, C. A.	59	Registrar	Madonna University, Okija, Anambra State	15-07-17

Nwachukwu, Maria Silvia	45	Principal Assistant Registrar	Godfrey Okoye University, Enugu, Enugu State	09-08-17
Nwokorie, Ndubuisi V.	64	Assistant Registrar	Gregory University, Uturu, Abia State	19-03-19
Obasi, C.	57	Registrar	Wesley University, Ondo, Ondo State	15-12-17
Ochefu, Yakubu	59	Former Vice-Chancellor	Kwararafa University, Wukari, Taraba State	15-04-19
Odegbo, Olusola	75	A High Chief and community leader	Ilisan Remo, Ogun State.	13-03-13
Odufuwa, Babatunde	63	Proprietor	Southwestern University, Ogun State	21-03-13
Ogbuifo, Chika H.	65	Registrar	Hezekiah University, Umudi, Imo State	03-04-19
Ogoma, Daniel	37	A Doctoral student	Covenant University, Ota. Ogun State.	11-03-13
Ohizu, Samuel	79	A high Chief, Okija	The host-community, Madonna University, Okija, Anambra State	15-07-17
Ojo, Abayomi	49	Deputy Registrar	Crawford University, Igbesa, Ogun State	13-03-15
Ojo, Emmanuel	53	Registrar	Southwestern University, Okun-Owa, Ogun State	21-03-13
Okanlawon, Mayowa	25	A computer Science student	Wesley University, Ondo, Ondo State	24-03-18
Okolo, Ezeudo T.	58	Igwe, Amorji-Nike	The host-community, Caritas University, Enugu, Enugu State	09-09-17
Okolo, Rosemary	64	Registrar	Pan-Atlantic University, Ibeju-Lekki, Lagos State	04-02-19
Okonkwo, Peter Ikehukwu	49	Registrar	Veritas University, FCT, Abuja	12-09-17
Okor, Folake	56	Registrar	Caleb University, Imota, Lagos State	18-01-18
Okubadejo, A.O.	54	Dean Faculty of Social Science	McPherson University, Seriki-Sotayo, Ogun State.	12-04-13
Olorundare, Timothy	60	A resident	Host-community to Bowen University, Iwo, Osun State	02-08-17
Olorunyomi, Emmanuel	47	Administrative Staff	Department of Environmental Sciences, Baze University, FCT, Abuja	14-08-17
Olowola, D. A.	52	Registrar	Chrisland University, Lagos State	18-10-18

Olowu, Josephine	45	Lecturer, Department of Sociology	Bingham University, Karu, Nasarawa State	08-04-19
Olukoya, Daniel Kolawole	61	Proprietor	Mountain Top University, Ogun State	04-07-18
Olurin, T.	43	H.O.D, Food Sciences	Bells University of Technology, Ota. Ogun State	13-03-13
Onwurah, Bosa A. C	57	Registrar	Paul University, Awka. Enugu State	09-08-17
Ononuju, Stephen	71	A chief	Amorji-Nike, the host- community to Caritas University, Enugu, Enugu State	09-09-17
Onuh, Sylvester	60	A resident	Rhema University, Obeama- Asa, Rivers State	30-01-19
Orunbotan, Bunmi	63	A landlady and a trader	Bells University of Technology, Ota. Ogun State	13-03-13
Oseni, Mohammed	70	A resident	Godfrey University, Enugu, Enugu State	09-08-17
Oyebayo, Lawal.	89	Mogaji Ileriika,	Ede, Osun State	30-07-17
Oyekanmi, Salami	58	A resident	Crescent University, Abeokuta. Ogun State	15-03-13
Oyelola, Caleb Oyelehin	61	Acting Registrar	Adeleke University, Osogbo, Osun State	31-07-17
Pedetin, Oluranti	54	Acting Registrar	Samuel Adegboyega University, Ogwa, Edo State	20-09-17
Pillah, Victoria	47	Principal Officer, Resource, Strategic and Academic Planning	National Universities Commission, FCT, Abuja	24-08-18
Sardo, Laura	63	Assistant registrar	Evangel University, Akaeze, Ebonyi State	04-04-19
Salami, Dorothy	57	Registrar	Kings University, Ode-Omu, Osun State	30-07-17
Saliu, Noel B.	63	Director of Accreditation	National Universities Commission, FCT, Abuja	25-08-17
Samuel, Kursim Leonard-Fwa	64	Vice- Chancellor,	Bingham University, Karu, Nasarawa State	20-08-17
Sofowora, B. F.	55	Registrar	Achievers University, Owo, Ondo State	30-07-17
Tadese, Olasunkanmi Olawuyi	85	(Prince) Majirin	Iwo, Osun State	02-08-17
Tafa, L. S.	53	Deputy Registrar	Bells University of Technology, Ota. Ogun State.	12/03/13

Tanko, Nuradeen	48	Director Academic Planning	Nile University, FCT, Abuja.	05-08-17
Uchegbu, Benson	57	Principal Asst. Registrar	Rhema University, Obeama-Asa, Rivers State	30-01-18
Uhuegbu, C. C.	48	Director, Academic Planning and Quality Assurance Department	Covenant University, Ota. Ogun State	12-03-13

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APPENDIX

IN- DEPTH INTERVIEW GUIDE FOR PROPRIETORS OF PRIVATE UNIVERSITIES IN NIGERIA

FOCUS: HISTORY OF PRIVATE UNIVERSITIES IN NIGERIA, 1979-2015

1. Briefly narrate the history of this university?
2. What is the justification for establishing this university?
3. What is the mission and the vision of this university?
4. How do you ensure that they are being actualised and sustained?
5. How does this University source for funds?

6. What are the machineries put in place to ensure smooth running of the administration of this citadel of learning?
7. What is the working relationship between the governing council and the university management like?
8. What does staff-welfare package of this university entail?
9. Specifically, what are the socio-economic impact of your university on the society?
10. What are the challenges facing your university ranging from internal administration, students, government, society, host-community, etc ?

**IN-DEPTH INTERVIEW GUIDE FOR PRINCIPAL OFFICERS OF PRIVATE
UNIVERSITIES IN NIGERIA**

FOCUS: HISTORY OF PRIVATE UNIVERSITIES IN NIGERIA, 1979-2015

1. What are the Mission and the Vision Statement of this University?
2. What are the strategies adopted by the university to achieve her mission and vision statement?
3. What is the trend of growth and development in the standard of education in this University in comparison with the public University?
4. Does this university have affiliate with any other university-professional programme, when it started, catchment areas, the essence of the programme

5. Has the university organise any public lecture? If yes, when did it start? Essence of the lecture, list of contributors annually or biannually?
6. Does this University run Postgraduate programmes? If yes, for how many years now?
7. What has been the achievement so far?
8. Is there any provision made by this University for Student's-Exchange programme either to travel Abroad for further studies in partial fulfilment of the requirement for the award of degrees or to borrow courses in their Mentor-University locally?
9. Is there any Memorandum of Understanding between this University and the Overseas Universities in terms of sponsorship or mentorship?
10. Is there any scheme that is meant to award scholarship to outstanding students with a minimum of Grade Point Average (GPA) 4.0 in each department of the university? The year it started, number of beneficiaries and the amount invested in the programme so far
11. What is the range of tuition fees?
12. Briefly discuss factors responsible for the growth in numerical student of this university
13. What is the approach of this university to internationalization? Programme; curriculum enhancement and research collaboration, joint publications for both the lecturers and the students from other countries?
14. Is there any centre established for that purpose?
15. What are the gains of internationalization on this university?
16. Is there any provision for exchange of scholars; invitation of academic staff for activities such as examination, delivery of lectures, conduct of research etc?
17. What is the university doing about glocalising her curriculum?
18. What are the milestones that make this university a world-class?
19. In order to increase access to higher education, does the university introduce remedial programmes? Mention faculties involved
20. Growth of faculties; how many faculties does this university have at the inception? Describe how it metamorphosed into several faculties

21. Kindly mention new programmes that the university adopted in order to conform with the global development in university education both at the graduate and postgraduate level
22. Staff capacity development; discuss how the university source for both the academic and non-academic staff within and outside the country
23. Describe how the university embarks on capacity building; how the junior, senior and non academic staff is encouraged; state advantages of the opportunity
24. Is there any inaugural lecture done in this university? If yes, list the number, faculty, department, name of lectures, date presented, inaugural topic etc
25. What is the relationship between this University and the National Universities Commission, and have all the courses offered been accredited or is there any disaccredited and why?
26. What is the major programmes focus of this University?
27. What does the university do to encourage students' excursion?
28. What is the University Management doing about maintaining Quality Assurance?
29. Describe how the university has been able to retain its quality staff and sustain excellence as espoused in her mission statement
30. Kindly describe staff promotion package and provision of facilities for their well-being
31. What are the provision made for the needs of families of staff – education of their children, and health issues, security of life and property, recreational facilities and municipal services?
32. Is there any provision for staff welfare scheme, such as, Co-operative Society, Pension Scheme, etc?
33. What are the efforts made by the university to bring in endowments?
34. Is there unionism among the students or the members of staff?
35. Does this University pay tax to government?
36. What are the efforts made by the Alumni to contribute to the university in terms of teaching, learning and research; community service activities; jobs for members; mentoring programmes between old and new Alumni etc, regular donations; fund raising

37. Is there any collaboration between the university administration and the Alumni association?
38. Briefly highlight the achievement of the association so far
39. Does the university allow for students' club and association? If yes, are they duly registered with the Students' Affairs Unit? And how does the Unit ensure proper monitoring of their activities?
40. If no to question E, why?
41. Kindly highlights of the achievements of the Alumni
42. How does this University relate with the Host-Community?
43. How has the university mapped out ways of identifying with the aspiration of the host-community
44. If you have been left with a choice of picking either private or public university for your ward. Which one would you prefer? Justify your position with evidence(s)
45. How does this University contribute to the development of the Nigerian society? support with empirical evidence in terms of;
 - a. manpower development
 - b. accessibility to Higher Education
 - c. employment opportunities
 - d. economic development –how has the communities along the route to the university developed, IGR (List ventures such as fisheries, plantations, transportation etc)
 - e. recreational development –sport development (participation locally or internationally)
 - f. what are those things the university has done to promote peace and harmony in her immediate society
 - g. stable academic calendar of university education
 - h. the promotion of morality among Nigerian Youths
 - i. formal sector development
 - j. informal sector development
46. What are the challenges facing this University, from;
 - a. The Government

- b. Internal Administration
- c. Students (cultism among students, indiscipline etc)
- d. Host-Community (land feud, social relations, etc)
- e. Societal Discrepancies

**IN- DEPTH INTERVIEW GUIDE FOR OFFICIALS OF THE NATIONAL
UNIVERSITIES COMMISSION OF PRIVATE UNIVERSITIES IN NIGERIA
FOCUS: HISTORY OF PRIVATE UNIVERSITIES IN NIGERIA, 1979-2015**

1. Your name, department and designation
2. How does the NUC ensure there is bridge of gap between demand and supply in private university education?
3. Is there any guideline on the absorption capacity in the university system?
4. What does quality assurance in the university mean?
5. How has quality assurance improved the quality of university education in Nigeria?

6. What are the available machineries put in place to detect and verify defaulters or those performing below standard?
7. What are the sanctions put in place to checkmate the excesses of private universities in Nigeria?
8. Generally how does the NUC ensure strict compliance to the policy statement of the commission?
9. How would you assess the performance of private universities generally in Nigeria?
10. What are the criteria to be met before provisional licenses could be issued?
11. How does the commission *fish-out* illegal private universities in Nigeria?
12. High tuition fee has been a major reason many people frown at the emergence of private university enterprise in Nigeria. What is the opinion of this commission about this?
13. What process does it entail to carry out accreditation of private university? Kindly mention the stages
14. How does the university benefit from the NUC accreditation?
15. Thus far, to the commission's best of knowledge, have private universities made any impact on the society?
16. What are the challenges the Commission is facing from the private universities? **A.** Illegal Universities **B.** Partial compliance to NUC laws/regulations **C.** Carrying-capacity issue etc

IN- DEPTH INTERVIEW GUIDE FOR MEMBERS OF THE HOST-COMMUNITY TO PRIVATE UNIVERSITIES IN NIGERIA

FOCUS: HISTORY OF PRIVATE UNIVERSITIES IN NIGERIA, 1979-2015

1. To your best of knowledge, briefly tell us what you know about the history of the Private University in this community?
2. How has this community benefitted from this University since its establishment in terms of provision of potable water, housing system enhancement, electrification of this area, construction of road, and other social amenities?
3. How has the economic activities of this area been boosted since the inception of this University?

4. What has been the relationship between this community and this private University?
5. What are the challenges facing this community since the advent of this University?
 - a. Land feud
 - b. Students'/Landlords' face-off
 - c. Students cultism
 - d. Others