CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

The Quality of Graduates of Public Universities (QGPU) in Nigeria, ability of graduates to display employability skills and intellectual capability was perceived to be low (Olofintoye and Prince, 2013). This has recently become a concern to education stakeholders, coupled with the problem of resources in form of inadequate human, learning materials, knowledge facilities as well as finance (Ajoku, 2014). In the last twenty years, there have been tremendous changes in the type and quality of education offered everywhere due to the United Nations development goals. Thus, quality education for all has fully become indisputable in the entire global village. As from 1980, it is the belief of many Nigerians that the provision of quality education in Nigeria is fast becoming a mirage despite her abundant opportunities and assets in terms of materials and human resources (Ololube, 2006).

University education in Nigeria   has been facing a great number of challenges in terms of effective management, quality control and provision of adequate quality resources for effective teaching and learning and is no more what it had been over the years due to economic, social and political factors (Chiemeke and Longe, 2009). It became worse especially when the government used education as a means of scoring cheap political point especially between 2009 and 2014 (Ajoku, 2014). Little success has been achieved despite all efforts made by the Nigerian government to improve the quality of education. There is the problem of ownership, academic freedom, rise in the unlimited demand for university education and lack of adequate funding (Aminu, 1986). Thus, it is not an exaggeration to say that the Nigerian educational system has relapsed compared to the 1960s and 1970s when Nigerian university graduates exhibited academic excellence and were valued high in the world (Ajoku, 2014).

In Nigeria, education is 'an instrument par excellence' for promoting socio economic, political and culture development. Thus, university education is geared towards educating future leaders, equipping and developing them for high level technical capability that underpin economic growth and development (Odekunle, 2001). This is consistent with the philosophy of education in

Nigeria which is based on "equal educational opportunities and egalitarianism; a land full of bright opportunities for all citizens" (FRN, 2004). However, regardless of the official pronouncement and aggressive pursuit of distributive equity in education, academic underachievement and poor academic performance seem to be the order of the day, particularly at the university level of education (Abdulahi, 2002).

University education all over world are engines of development, the apex of educational institutions and serves as a key player in fulfilling the goals of national development through provision of high level relevant manpower training, inculcation of proper values and the development of the intellectual capability of individual to understand their local and external environments (FRN, 2004). In fact, the policy acknowledged university education as the main source of supply of skilled manpower needed in various sectors of the nation. In view of the foregoing policy, Nigeria has established many universities for the production of the much-needed manpower for her economic, political, environmental, technological and socio-cultural development. Universities in Nigeria according to Adepoju (2007), have the following main functions:

    i)   Conservation of knowledge;

    ii)   Pursuit promotion and dissemination of knowledge through teaching;

    iii)   Advancement of knowledge through research: pure, applied and development oriented;

    iv)   Provision of intellectual leadership;

    v)   Development of human resources for meeting manpower needs;

    vi)   Promotion of social and economic modernization.

However, it is quite unfortunate that the potential of university education system in Nigeria to display these functions is frequently being challenged by long time problems of dwindling quality and global relevance (Bamiro and Adedeji, 2010). The dwindling quality of university education is reflected in the intellectual capability of the graduates from Nigerian universities and their performance in the work place.

Today, there is an upsurge in the number of unemployed graduates in Nigeria and the employers of labour have attributed this to quality problems. Their complaints border on the fact that the quality of university education has steadily deteriorated and graduates are almost described as 'unemployable' since they lack the required skills because technological change has increased

the skills required in jobs in the industrial society (Andrew, Bankole and Olatunde, 2000). This is because more relevance and sophisticated resources are required. The foregoing implies that employers have to organize remedial courses for the few graduates that were employed to satisfy the industrial conditions for employment especially in areas of generic and valuable skills (Nigerian Institute of Personnel Management, 2000).

World Bank (1988) noted that quality of an educational system can be measured from internal and external perspective and that the quality exhibited by graduates is the outcome of academic programmes and instructional facilities received from their various universities. The internal criteria are the profiles of students' performance in a standard examination, and the external criteria on the other hand are their fitness and relevance to the society. Quality is defined as conformity of product to standards, specifications or requirements (Babalola, Adedeji and Erwat, 2007). Academic performance is a major index for measuring quality in an educational institution. Relatively, quality in any academia, is determined by the class of degree of students in their various courses of studies, ability to meet stated academic standards and ensuring that those standards are met over and over again, translating to good academic performance both internally and externally (Adetutu and Akinwumi, 2014).

Table: 1.0 **Measure of academic success of some Nigerian universities (internal)**

Grade Point for scores			Cumulative Grade Point Average	Classification of degree
Marks %	Letter Grade	Grade Point		
70 - 100	A	7		
65 - 69	A-	6		
60 - 64	B+	5		
55 - 59	B	4	6.0 and above	1st class
50 - 54	B-	3	4.6 - 5.9	2^1
45 - 49	C+	2	2.6 – 4.5	2^2
40 - 44	C	1	1.6 – 2.5	3
0 - 39	F	0	Below 1.6 – 1.0	Pass

Source: University of Ibadan senate paper (2014).

Table 1.0 above shows the CGPA of some Nigerian universities as the internal indicator of academic success. Those who score 6.0 and above belong to first class category, 4.6 to 5.9 belong to second class upper category, 2.6 to 4.5 belong to second class lower category, 1.6 to 2.5 belong to third class category and below 1.6 to 1.0 belong to ordinary pass. However, students who score below 1.0 have failed out rightly and have to reseat or withdraw whatever the case is.

Table 1.1: Distribution of Class of degree for 2014 Graduands in University of Ibadan

Total number of students(a)	Class of degree (b)	Number of graduands(c)	Percentage (%) (d)=c/a*100
8265	Pass	352	4
8265	3rd class	650	8
8265	2nd class lower	4476	54
8265	2nd class upper	1931	23
8265	1st class	227	3

percentage

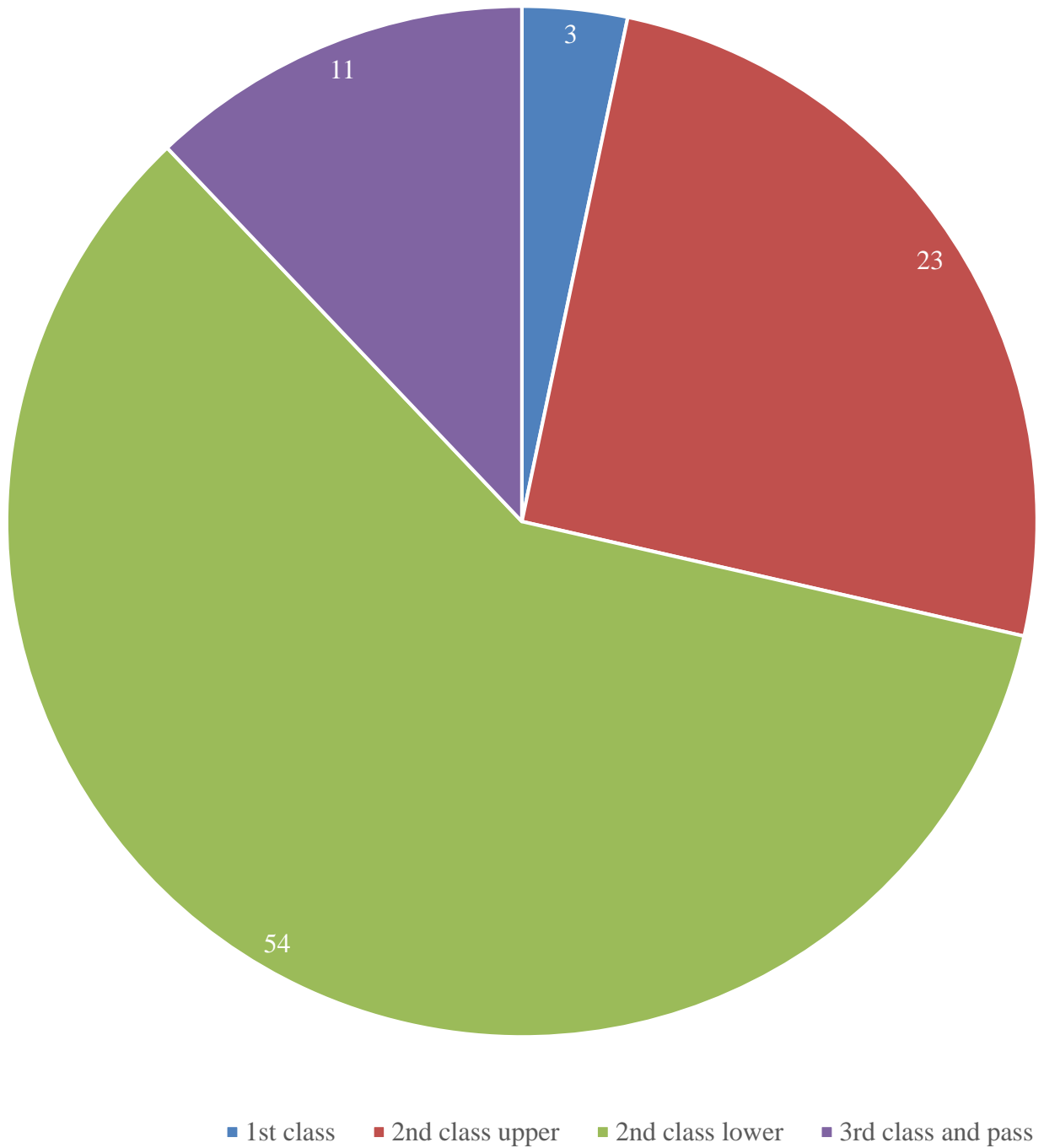■ 1st class   ■ 2nd class upper   ■ 2nd class lower   ■ 3rd class and pass

Figure 1.1   2014 graduands by class of degree

Source: Computed from the University of Ibadan Senate paper no. 5718 (2014).

Table 1.1 and figure 1.1 above shows the distribution of class of degree of university of Ibadan graduands for 2014. These revealed that greater part of the students belonged to second-class lower category. This is not good enough and even worst in second and third generation universities. In these universities, the few offices that are available are shared among lecturers and professors. There are poorly ventilated, illuminated and dilapidated facilities, their laboratories, workshops, classrooms and lecture halls are used by many degree programmes spanning different faculties (appendix 7.1 – 7.6), thereby putting much pressure on the facilities on ground as a result of unplanned expansion of programmes (Committee of Needs Assessment of Nigeria universities (CNAN), 2012)). This seems to be a serious problem in a country where many graduates are unemployed, even, first class graduates.

Budgetary Allocation to public universities (federal and state) is essential for the provision and maintenance of requisite physical infrastructure for teaching and learning, provision of instructional materials and equipment, research, book development and publication, academic staff training and development. This is necessary and important for the improvement of quality and maintenance of standards in the Nigerian universities. Thus, the level of budgetary allocation to public universities and level of maintenance of available resources (human, materials and finance) in the area of accountability, monitoring, utilisation, reporting, and control determine to a great extent the quality of graduates produced by the university. Olayemi and Abiodun (2014) observed that education is capital intensive and its success depend on the amount of funds made available for its management. Further, Ezekwesili (2006) affirmed that underfunding of university education has become a persistent phenomenon in Nigeria, as funds released to universities cannot meet the increasing demands and growth of Nigerian universities.

Nigerian public universities have constantly faced different kinds of problems, particularly, low budgetary allocation and inadequate resources. Thus, underfunding and poor maintenance of the limited resource contribute to the dwindling quality of graduates of public universities in Nigeria and their global recognition (Bamiro and Adedeji, 2010). Attempt by educational psychologists to investigate what determines quality of university graduates have generated more questions than answers. Recent literature has shown that quality of a university graduate cannot be considered in isolation of a number of variables that appear to have direct or indirect impact on them. This is because university is an open system that obtains inputs from the external environment; these inputs are resources which have to be transformed through proper

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Accountability, Monitoring, Utilization, Reporting and Control (AMURC) (Aremu, 2000; Aremu and Sokan, 2003).

Governments, corporate organisations and private individuals have established many universities since 1948 when the first university was established at Ibadan. The expectation and belief is that the graduates of these institutions will have remarkable impact on the nation after graduation as stated in the goals of tertiary education in Nigeria (FRN, 2004). But this expectation has been on the decline since 1980's and is more pronounced in the year 2009 till date which according to Ajoku (2014) is due to variables like underfunding, poor handling of resources, and capacity development, lack of competent teaching staff, poor welfare packages for teaching staff, poor teaching and learning environment, lack of infrastructures and poorly motivated students.

Due to this quality decline, blames have been traded among stakeholders, while some people accused the academic instructors (lecturers and management) of lack of dedication which is assumed to be responsible for the woes. These instructors on the other hand seemed to pass the blame to the government for not making teaching attractive. Despite the fact that government made provision for access to the university by establishing more universities such as the first, second and third generation universities, yet, there is no corresponding expansion in human, material and financial resources. It then means that Nigerian university system has undergone only quantitative improvement while there has been little effort in respect to the capacity to manage the system (Oni, 2012; Ajoku, 2014).

In recent times, university education in the country has experienced expanded explosion in students' yearly enrolment, which gave rise to the establishment of more institutions and the employment of more academic and non- academic staff, thereby, shooting up the cost of education. The non-parallel expansion in facilities, equipment, materials and material resources has led to the gradual collapse of the university education system. Various scholars like Adeyemi and Igbeneweka (2000) emphasize the significance of various categories of physical facilities towards the quality of education at different levels of educational system. Hallack (1990) identifies school buildings, classroom, accommodation, furniture, libraries, laboratories, recreational equipment, apparatus and other instructional materials as contributing to academic achievements. Also, Ajayi and Ekundayo (2006) opine that the economic growth in Africa is no longer enough to find accessible, equitable and qualitative programmes in the university. Similarly, Babalola (1997) notes that the consequential neglect of educational resources such as building, laboratory

equipment and supplies has become a source of concern to education stakeholders and top decision makers in Africa.

Along this point of view, the report of the NUC presidential visitation panel of 2006 that examined the activities and operations of all federal universities in Nigeria between 1999 and 2003, reveals that academic and physical facilities at the universities were in pathetic conditions characterized by inadequate laboratories, workshops and lecture theatres/ halls. Ijaiya (2001) had stated that the quality of education given to the Nigeria child has become worrisome and the decay in the educational system calls for concern. Similarly, Adeyemi and Igbeneweka (2000) have made cautious observation on the imbalance between sky rocketing enrolment and availability / supply of facilities, especially seats for students, which leads to overcrowding and undue stress on the available space. This culminates into unruly acts, meandering around the classrooms, obscene behaviour around the campus and does not augur well for teaching and learning processes.

Moreover, Okunola (2007) expressed the view that the oil boom of the 1970s in Nigeria, coupled with political pressure and the increasing need for university education resulted into the establishment of more universities and institutions of higher learning in the nation. The tremendous rise in enrolment at this time ushered in the era of "the decline in quality" of education. In two decades, the number of federal university students increased eightfold, from about 55,000 in 1980 to more than 500,000 as at 2009 (Bollag, 2009). Bollag further reports that some public universities have been left to rotten due to the ugly tradition of corruption all over. Part of the loans obtained from the World Bank in the 1990s towards improvement of education were used to procure unnecessary, irrelevant and expensive equipment that could not be properly maintained and many institutions received immaterial and useless journals. All these have in one way or the other contributed to the decline in the quality of instruction of Nigerian universities.

Observably, the rapid growth of the nation's university system has led to a huge increase in government expenditure in the face of other macro-economic needs (Isuku, 2011). The sharp rise in students' enrolment has affected the management of the universities most especially in the 1980's to date (Eisemon and David, 1990). The facilities and resources available are not commensurate with the increase in student's enrolment and as such, the short fall in budgetary allocation to universities has imparted negatively on teaching, research and community services. Aminu (1986) and Ade-Ajayi (2003) stated categorically that the role of Budgetary Allocation

(BA) on quality of academic programmes cannot be overemphasised. According to these scholars, inadequate budgetary allocation will lead to inadequate provision of educational resources, which eventually result to overcrowding, unruly character, avoidable stress, distractions and gradual erosion of symbolic things that help to pattern and shape human behaviour. When teaching and instructional aid is in short supply, teaching and learning will be jeopardised with attendant consequences on the quality of academic programmes.

The factors that seem to have direct or indirect influence on the quality of products in the Nigeria university system are funding inform of budgetary allocation and quality of available educational resource as well as extent of Resource Accountability, Resource Monitoring, Resource Utilization and Resource Reporting and Control (AMURC). The role of resource factors cannot be undermined in the university education system. Resource accountability, resource monitoring, resource utilization and resource reporting and control in our university education system could be remote factors for the arrest state of university education quality. These factors are termed "resource factors". Resource Factors represents an expression of the extent to which available resources (human, material and financial) are being managed which may affect quality output.

According to Akindutire (2004), budgets of universities in the past years have been under tremendous pressure due to declining Budgetary Allocation (BA) and rising enrolments. Higher educations' share of national education budgets initially increased in the early 1980s from an average of 15.5% between 1970 and 1974, 18.3% between 1975 and 1979 to 19.1% between 1980 and 1984. It then declines to 17.5% between 1985 and 1988 (Akindutire, 2004). Also, Saint, Hartnett and Strassner (2003), discovered that government allocations for university education between 1990 and 1997 was reduced drastically up to 27% even in the face of enrolment expansion which is almost 79%. Though there was a marginal increase between the years 2000 and 2009 especially in capital grants which was low compared to expansion and so the increment is not commensurable with the increase in students' enrolment. This analysis shows that the allocation is very low, considering the deplorable state of the universities.

Looking at the trend of government allocation to education in appendix 5, it can be observed that government spent merely between 1.83 % allocation to education in 2003 and 8.3% in 2000, the percentage allocation even declined consistently from 1999 until 2004 when it rose again to 7.8%. Amidst this intense scarcity of resources and poor management, both the federal and state governments of Nigeria persistently expect universities through their managements to

make optimum contribution to national development (FRN, 2013). The implication of this financial shortfalls result into serious problem as the government does not have the capacity to maintain expansion. Thus, tremendous pressure for expansion of university education has placed additional demands on national financial resources, which proved inadequate to meet recurrent needs.

Moreover, World Bank (2009) projects report the state of Nigerian University Education system, stating that it is discouraging and sad. The World Bank contends that it is sad because it reflects the frustration that university lecturers, students, government, parents and other education stakeholders have been experiencing for a long time. The report is not a new revelation to Nigerians and to the government, so Nigerian preoccupation should be renewed through interest and resolve to revive the quality of the educational system for the next generation. Therefore, a cursory review of the genesis of events that lead Nigeria to this problem is necessary.

Resources in education are the combination of all input processed in an educational system to produce quality graduates. Therefore, the level of delivery and application affects the graduates produced by the university Asiyai (2013). In a curriculum review workshop organized by National University Commission (NUC), it was discovered that since 1995 the quality of university graduates in the Nigeria has actually declined. For example, only 11% of the 1,185 academic programmes reviewed were given full accreditation, which was a remarkable decline from the academic programmes that received full accreditation during the previous review in 1990 which was 21% of 830 (NUC, 1990; NUC, 2002).

The National Policy on Education prescribes doctorate degree as minimum teaching qualification in the university beginning from 1998. Yet, the 2006/2007 accreditation and admission exercises done by NUC revealed that almost 23 percent of over 30,000 teachers in Nigerian universities were still without Ph.D (Anho, 2010). A great number of Nigerian universities are seriously under-staffed; they rely much on the services of part-time and visiting lecturers. They are bottom-heavy with junior lecturers constituting a large proportion of the workforce. Also, these universities have no effective staff development programmes outside TET Fund intervention and, potentially, the presidential first class scholarship scheme (CNAN, 2012).

The available data revealed that there are 37,504 academics in Nigerian public universities, out of these, 61% (23, 030) of the lecturers are in federal universities while 39% (14,474) are in the state universities. Only 7 universities have up to 60% teaching staff with Ph.D while majority

of the universities in the country are seriously understaffed (CNAN, 2012). NUC prescribed teacher student ratio (TSR) for all disciplines is as follows: Administration/Management 1:30, Art/Humanities 1:30, Agriculture 1:15, Dentistry 1:10, Education 1:30, Engineering/IT 1:15, Environmental Science 1:15, Law 1:30, Medicine 1:10, Pharmacy 1:15, Sciences 1:20, Social Sciences 1:30, Vet. Medicine 1:10. But in the universities today, the teaching staff-student's ratio is very high. For example, National Open University of Nigeria has 1:363; University of Abuja 1:122; Lagos State University 1:114. Compared with the benchmarks for student teacher ratio approved by NUC for different universities, there appears to be non-compliance to these directives. Comparing this with other universities like Harvard 1:4; MIT 1:9; Yale 1:4, Cambridge 1:3; NUS 1:12; KFUPM 1:9; Technion 1:15 (CNAN, 2012), this indicates that Nigeria's university system is in crisis of manpower (National Economic Empowerment Development Strategy, 2012). All these have caused constant disagreement between the government and the Academic Staff Union of Universities (ASUU), which have resulted in strike actions. The strike action by ASUU that lasted for almost six months during the 2012/2013 academic session was to call the attention of government and the citizenry to the state of education in the public universities in Nigeria (Dabalen, Oni and Adekola, 2001; Adebayo, 2010; UNESCO, 2010).

In a bid to solve the problem of chronic under-funding, Nigeria public universities had adopted an array of cost sharing measures to survive. Thus, the political, social and economic factors coupled with insufficient funds prompted various public universities in Nigeria to embark on Income Generating Revenue (IGR) as a means of fund raising. Especially, when government appropriation became inadequate to keep pace with growth. Universities then look for addendum for their public funding with IGR. Moreover, government expect universities to specialize in areas that will place them in a best position. Also to be identified through participatory strategic planning processes, and that their performance would serve as the basis of government's future appropriation (Saint, Hartnett and Strassner, 2003).

The following are some of the cost sharing measures adopted by the public universities as sources of funding:

Budgetary Allocation; Public owned universities are financed by government through grants or subventions. Such grants, Ajayi and Ayodele (2002) remark usually cover both recurrent and capital expenditures of the schools. However, a substantial part of government's grants to

universities goes to recurrent expenditure in form of lecturers' and administrative workers' salaries, with little or nothing left for capital projects. Odekunle (2001) laments that Nigerian universities have been grossly underfunded and as a result, it is practically impossible to rely on budgetary allocation alone from the government to fund university education.

Tuition Fees: Universities get the bulk of their revenue through students' fees, especially with the establishment of satellite campuses in many places (Obemeata, 1999; Odekunle 2001). The part-time programmes in such campuses are offered as profit making ventures (Adeyemi and Osunde, 2005), which in turn financially subsidise regular students enrolled in Nigerian federal universities who are not required to pay tuition fees. The proponents of tuition fees believe that it is an avenue of income generation for the university and at the same time makes the university more responsive to students' needs.

Donation and Endowment funds: Nigerian public universities are financed through donations and endowment funds. Universities may receive donations from governments, communities and internal agencies, philanthropists and individuals. Endowment fund raising in Nigerian universities started as far back as the 1950s when the then university college, Ibadan initiated an endowment drive. Ajayi and Alani (1996) report that from 1988 to 1994, the University of Ibadan generated approximately #22.02million from endowments and grants.

Loans: Nigerian Universities also obtain loans from banks and other financial institutions to execute their programmes (Ajayi and Ayodele, 2002). However, because of the non-profit motive of public schools, they do not have the optimum advantage of taking loans from commercial banks and other lending agencies in view of the excruciating lending rate of funds.

Income-Generating Activities: Akindutire (2004) outlines pertinent areas that are being maximally tapped by higher institutions for the purpose of generating fund as:
-Large scale commercial farming and animal breeding
-Agriculture and food processing
- Bakeries
- Printing press

-Bookshop

- Guest house, hotels and other catering services.

- Parks and garden services.

- Consultancy services in the areas of research and other professional disciplines such as architecture, medicine, education and law.

Investment Income: This according to Babalola (1997) is made up of rent on property , payments from services, interest earning on bank deposits and shareholdings as well as income from various business operations. They also ventured into business such as enterprises, licenses, parents and alumni association and community participation as well as income from various business operations (Omolade, 2008, Babalola, 2011). It is important to note that regrettably, most of these establishments are running at loss, primarily because of poor management in form of Resource Accountability, Resource Monitoring, Resource Utilization, Resource Reporting and controlling, R(AMURC), and inability to attract high caliber personnel who can provide effective management and product results (UNESCO, 2017).

Resource Accountability; It is a process of enforcing actors in a university system to perform responsibilities on the basis of moral justification to provide an account of how they met clearly defined assignment. Therefore, for a university system there is need for each subset of the system to carry out their duties effectively. Thus, all departments, unit heads, management, academics non-teaching staff and students, e.t.c must make concerted effort to meet their responsibilities for the university to produce a quality graduate (Olayiwola, 2012). The university system as an academia, the government provide the resources while the university setting provide supportive learning environment and manage the resources effectively.

Resource Monitoring; It is the consideration of how effectively and efficiently a programme achieves its stated aims and objectives, and the success of students in attaining the intended learning outcomes. It is usually done by the department providing the programme and often involves a programme team appraising its own performance at the end of academic year. The process may take into accounts report from external examiners, staff and students' feedback, reports from any professional body that accredits the programmes, and feedback from former

students and employers. It may result into adjustments or change of the curriculum to ensure continue effectiveness.

Resource Utilization: It is the systematic arrangement of resources by the university administrators in line within its mandates and for the attainment of the specific objectives and goals of the university. This is the level of use of resources into which the academic staff, non-academic staff, financial and physical resources of a university are put in order in an attempt to accomplish universities' specified or desired quality of graduate output. Resources can be optimally utilized which suggests that the resource factor utilization is high, meaning probable maximum use of resources or conversely low which reflect the opposite. Resource utilization measures the success and sustainability of resources in an organization.

Resource Reporting and controlling; It is a process considered to provide sensible assurance regarding production of quality graduate output in a university system. This have to do with operations relating to effective and efficient use of universities' resources, financial reporting inform of preparation of reliable published financial statements and obedience relating to acquiescence with appropriate laws and regulations.

Though, public universities have sought innovative ways of financing their responsibilities in form of management and governance, very prudent and effective use of the meager resources to avoid wastage is very important (Onuka, 2004a). An organization may have all it has needs for quality performance, but it is the level of Resource Accountability, Resource Monitoring, Resource Utilization, Resource Reporting and control that usually distinguish good and effective organization from one another (Saint, Hartnett and Strassner, 2003). For example, Babalola, Jaiyeoba, Ayeni and Ojelabi (2006) observed poor Resource Accountability and Fund mis-management in the Nigerian public universities. There is an increasing shortfall between what the universities requested and what the government allocated on paper to universities. At times, some of these allocations do not even get to the universities. For example, in 1999 – 2008 out of the N26.4billion total allocation to all public universities, only N15.7billion was disbursed with an outstanding of N10.7billion, TETF (2009) which cannot be traced, probably disappear into thin air.

Agabi (2010), assert that resources in the public universities are poorly maintained because those learning materials that need cheap and regular maintenance are generally left unattended to until they have completely degenerated or collapsed. Officers' in-charge of some

resources often gives conflicting figures in their report instead of working together to design appropriate accountability system. All these and others affect the quality of the products from the Nigerian universities and the education received by students (UNESCO, 2017).

The fact that public universities in Nigeria had suffered from funding and learning resources over the last two decades mounted the pressure and demands for accountability, monitoring, utilization, reporting and control (AMURC) of university resources. Federal Government complains that university system is consuming too much from the nations' budget, while the university administrators on the other hands lament that government has failed to make available the needed resources to produce quality graduates in the universities.

Onuka (2004) discovered that government's officials in charge of public universities are unable to ascertain the actual amount of funds allocated to universities. The Academic Staff Union of Universities (ASUU) and the National Universities Commission (NUC) released conflicting figures on how much the government had given to the universities. The figures released by Federal Ministry of Education (FME) and NUC contradict each other. Many projects are abandoned in the universities, while the available resources are over utilized (Abdulkareem, 2011; Joel, Abba and BabaGana, 2018). The issues of resource accountability, resources monitoring, resource utilization, resource reporting and control (AMURC) have become very important amidst Nigerian public universities to salvage the scarce resources for quality graduate output.

Education has power to transform the citizenry of any nation. Nigeria may thus be at the risk of dwindling quality of education in a fast globalizing world of increasing opportunities for growth and development if the issue of budgetary allocation, resource accountability, resource monitoring, resource utilization and resource reporting and control are not well addressed. Therefore, this study in addition to looking at budgetary allocation, examines levels of resource accountability, resource monitoring, resource utilization, resource reporting and control in the public universities in Lagos and Oyo states of Nigeria. Many scholars have written on budget and resources. Ojo (2011) talked about the influence of funding and fund utilization; Pitan (2011) investigated assessment of skills disparity among employed graduates in Nigeria labour market while Kayode (2014) looked at resource landscape variables and quality of university graduates. However, the effects that resource accountability, resource monitoring, resource utilization, resource reporting and control in the public university have on the quality of graduates were not investigated.

1.2   Statement of the problem

The adjudged display of low employability skills and intellectual capability of Nigerian university graduates in the work place have become serious concern to education stakeholders (Olofintoye and Prince, 2013). The problem of inadequate resources such as inadequate human resources (academic and non-teaching staff), inadequate learning materials (buildings, lecture rooms, offices, equipment for science based courses, learning environment, hostels, transportations, electricity and pipe borne water resources), poor information on facilities like (library accessions, computing facilities, teaching aids) as well as finance in form of budgetary allocation by source (grant and non-grant) in the Nigerian university system have led to the production of low quality graduates in the Nigeria university system (Olofintoye and Prince, 2013; Ajoku, 2014). This problem has led to contentions among stakeholders, while some people accused the academic instructors (lecturers and management) of lack of dedication and for not using the right mix of inputs. These instructors on the other hand seemed to pass the blame to the government for not making teaching attractive due to shortfall in the budgetary allocation to education sector (Ezekwesili, 2006; Bamiro and Adedeji, 2010).

Problem of maintaining high quality university education, even with funding deterioration, meeting rising demand for access to university from increasing population, responding to communal challenge for refined and expert workers, and addressing stakeholders distrust about quality produced and the cost of producing it, call for resource accountability, resource monitoring, resource utilization, resource reporting and control (World Bank, 2012). Most times the resources requiring quick and urgent maintenance are generally abandoned until they have completely failed or collapsed, broken down vehicles, machines, and equipment's are not serviced but are left to liter the campus. Physical amenities for teaching and learning are used above their original carrying capacity and obsolete and archaic materials are used for science-based courses (UNESCO, 2017).

Therefore, the need for high quality and good standard of education has led to the investigation of budgetary allocation, resource accountability, resource monitoring, resource utilization, resource reporting and control in the Nigerian public universities. In view of this, the study investigated budgetary allocation, resource factors and quality of graduates in the public universities in Oyo and Lagos states of Nigeria from the period of 2009/2010-2013/2014.

1.3 Purpose of the Study

The aim of the study was to investigate the influence of budgetary allocation and resource factors on levels of quality of university graduates in Oyo and Lagos states of Nigeria. The study was guided by the following specific objectives:

- Ascertain the quality of graduates produced by the sampled universities through cumulative grade points average, employability rating and Key Informant Interview, KII.
- Identify the current levels of budgetary allocations (capital and recurrent) to the sampled universities in Oyo and Lagos states.
- Establish the level of accountability of available resources (Financial, Human, Material) in the sampled universities in Oyo and Lagos states.
- Ascertain the level of monitoring of available resources (Financial, Human, Material) in the sampled universities in Oyo and Lagos states.
- Examine the level of utilization and reporting of available resources (Financial, Human, Material) in the sampled universities in Oyo and Lagos States.
- Determine the relationship between quality of graduates, Budgetary Allocation and level of resource factors in the sampled universities in Oyo and Lagos States.

1.4 Research Questions

For the purpose of this study, answers were provided to the following research questions:

i. What is the quality of university graduates in the sampled universities between 2009 and 2014?

ii. What is the difference between budgetary allocation (capital and recurrent allocation) and the actual expenditure in the sampled universities between 2009 and 2014?

iii. What are the situations of resource factors (accountability, monitoring,   utilization,
reporting and control) in the sampled universities?

1.5   Research hypotheses

The study was guided by the following hypotheses tested by the researcher:

HO_1:   Resource Accountability (Financial, Human, and Material) has no significant influence on quality of university graduates in the sampled universities.

HO_2:   Resource Monitoring (Financial, Human, Material) has no significant influence on quality of university graduates in the sampled universities.

HO_3:   Resource Utilization (Financial, Human, Material) has no significant influence on quality of university graduates in the sampled universities.

HO_4:   Resource Reporting and control (Financial, Human, Material) has no significant influence on quality of university graduates in the sampled universities.

HO_5:   Resource Accountability, Resource Monitoring, Resource Utilization and Resource Reporting and control (Financial, Human, Material) have no significant joint influence on quality of university graduates in the sampled universities.

1.6   Significance of the study

This study derives not only from its ability to establish the level of resource factors and budgetary allocation but also, its examination of the relationship between levels of resource factors and quality of university graduates in the Nigerian nation. It is then hoped that this study would serve as an important information pack to different education stakeholders such as government, policy makers, educational planners, employers of labour, curriculum planners, administrators of universities, students, parents and the society.

The study would provide information to the government on the shortfall in funds allocation, and management efficiency such as resource accountability, resource monitoring, resource reporting and resource utilization proficiency in Nigerian public universities. The findings of the study would reveal information about the quality status of Nigerian university graduates, which would help the policy makers and educational planners in their drive to formulate policies and make decisions concerning the state of learning resources and nature of their products' quality.

There had been public outcry of poor funding of public universities in Nigeria; this study would reveal the short fall in funds allocated to public universities either by grants or non-grants to produce quality graduates that will meet the world global knowledge.

The result of this study would provide information that could help educational planners and all stakeholders to implement policies that would meet the challenges facing quality of university graduates so as to be productive.

The information provided in this study would help the employers of labour to know the various types of learning equipment available in the universities and how they are being managed. Employers of labour would also inform the university curriculum planners their demands so as to train the graduates to meet the needs of the industries in the area of analytical and conceptual analysis.

Moreover, the outcome from this study would provide information for the administrators of public universities, the need for efficient tools to manage universities for better service delivery and products and to check corrupt practices on campuses, even among the students. This would, in the long run ensure efficient use of public funds.

Parents would derive benefit by bringing into limelight the information on the importance of investing in the university education. Students would also come to the realization of the need to be serious with their studies if they really want to find their feet in life.

Finally, the result of the study would provide information to education stakeholders on how resources (human, materials and finance) in the public universities are managed.

1.7   Scope of the study

The study focused on budgetary allocation, resource factors and quality of graduates in the public universities in Oyo and Lagos states of Nigeria. Budgetary allocation and resource factors are the independent variables in the study, while quality of graduates is the dependent variable. The geographical scope of the study covered two states, namely Oyo and Lagos states in the south-west region of Nigeria. The justification for selecting Oyo and Lagos states is because U.I is the premier university (federal) in the south- west region of Nigeria, while Lagos state university (state) is the oldest state university in the region after Olabisi Onabanjo university in Ogun state.

The time scope of the study covered the period 2009 to 2014, when (i) government allocation for public universities could no longer cope with expansion was more pronounced. ii) When the World Bank project report that the state of university education in Nigeria is discouraging and sad (World Bank, 2009). iii) It is also the period of Academic Staff Union of

Nigerian Universities (ASUU) strike that lasted for almost six months when the attention of government and citizenry was called to the state of education in the public universities in Nigeria. This problem has not been solved even up till today.

The content scope was composed of budgetary allocation (capital and recurrent) allocation, internally generated revenue/intervention funds, resources utilization (financial, human, material), adequacy of resources (financial, human, material), resources monitoring (financial, human, material), resources accountability and reporting (financial, human, material). It also included quality of graduates in relation to academic credentials of graduates, employer satisfaction in terms of communication, social, technical, analytical and conceptual skills of graduates. The population for the study consisted of the students, head of departments/coordinators, lecturers, academic planning officers, bursars of the universities and firm-employers capable of providing job for the universities graduates.

STUDY AREA - Lagos state University and U.I

The first study location is Lagos State University (state). The university, also known as LASU was established by the enabling law of Lagos State of Nigeria in 1983 for the advancement of learning and enshrinement of academic excellence, with the Motto: For Truth and Service. There are about 26,000 students enrolled for part-time programs and over 35,000 students for full-time, making a total of 61,000 students. The university has eleven (11) faculties.

The second study location is U.I (federal). This university was established as a College of the University of London in 1948 and graduated to University of Ibadan, a world-class institution that meets societal needs, expand the frontiers of knowledge through provision of excellent conditions for learning and research and graduates who are worthy in character and sound judgment. The institution has thirteen (13) faculties.

The two (2) Universities were considered appropriate for the study because the universities have produced thousands of professors that displayed academic excellence both nationally and internationally. Since the two universities have been in existence for a longer time than most other Nigerian universities, they are perceived to have the potential of experiencing challenges in the area   of resource accountability, resource monitoring, resource utilization, resource reporting and control. Moreover, in a report released by the Nigerian University Commission (NUC, 2015), the

University of Ibadan was the best federal university while Lagos state university (LASU) was the best state university out of the best 100 universities in Nigeria. The two universities represent all the four public universities in the two states. U.I represents the only federal university in Oyo state while LASU represents the only state university in Lagos state. The validity of the instrument adopted however, made the results generalizable for Nigerian public university graduates.

1.8   Definition of Terms

In order to avoid ambiguity, the following terms are defined according to their usage in this study:

Budget: A budget is an annual financial plan of activities expressed in quantitative terms by the university. It is a means of ensuring effective and efficient resource mobilization, proper management of expenditures policy adjustment and effective control and ordination of learning materials for quality product output.

Budgetary Allocation: This refers to the amount of money allocated for each university's annual budget by the government. It is the amount of cash or budget that is allotted to each item of expenditure in a financial plan. It is the actual amount of fund that is actually given to each university for effective management.

Capital Allocation: This is the amount of money allotted to major and durable projects and programmes of the university that are not expected to re-occur each fiscal year; such as items of long durability like land, buildings, vehicles, staff welfare and boarding facilities of the university system.

Employer Rating of Skills: It is a measure of the academic abilities, personal qualities and transferrable skills acquired after an educational production process. It is a measure of the knowledge, expertise and competence of a course or an academic discipline. It depicts the degree to which a product of the educational process has acquired the knowledge needed to effectively contribute to societal development in its area of discipline.

Graduate: This is someone who has earned a bachelor's degree in a specific field.

Post-Graduate: It is an additional education in a specific field after a bachelor's degree.

Quality of university Graduate: It is the display of deep knowledge of concept central to subject discipline acquired by a university graduate during the course of study and the ability to apply critical thinking and problem solving to both theory and practice in the workplace. It refers to the worth of a graduate in learning and character after an educational production process.

Recurrent Allocation: This is the actual amount of money channeled towards various service and expenditures that are expected to recur each fiscal year. These include repairs, travels, wages and salaries, the teaching costs, library books, stationery, researchers and administrative supports.

Resources: It is the sum total of everything used directly or indirectly for purpose of education and training to support, facilitate or encourage transmission or acquisition of knowledge, competency, skills and know how.

Resource Accountability; It is a process of enforcing actors in a university system to perform responsibilities on the basis of moral justification for sufficient and equitable use of resources. It is a way of giving detailed account of the resources allocated to a university. through quality output.

Resource Monitoring; It is the consideration of how effectively a programme achieves its stated aims, and the success of students in attaining the intended learning outcomes. This may result in adjustments to the curriculum to ensure continue effectiveness. It is a process of identifying and correcting internal problems on a timely basis with a view to ensuring input, work schedule, target outputs as planned.

Resource Utilization; This is the extent of use of resources into which the academic staff, non-academic staff, financial and physical facilities / resources of a university are put in order in an attempt to accomplish universities' specified or desired quality of graduate output. It measures the

success and sustainability of resources in a university. Resources can be optimally utilised which suggests that the resource factor utilization is high, meaning probable maximum use of resources or conversely low which reflect the opposite.

Resource Reporting and control; It is a process considered to provide sensible assurance regarding production of quality graduate output in a university system. This have to do with operations relating to effective and efficient use of universities' resources, financial reporting inform of preparation of reliable published financial statements and obedience relating to acquiescence with appropriate laws and regulations.

Resource Factors: In this study, "resource factors" refers to the ways the resources are accounted for, monitored, utilized, controlled and reported within an educational environment of a university system in education production to produce a quality graduate. The lay out elements which are human resources (academic and non-teaching staff), learning materials (buildings, lecture rooms, offices, equipment for science based courses, learning environment, hostels, transportations, electricity and pipe borne water resources), facilities like (library accessions, computing facilities, teaching aids) as well as finance inform of budgetary allocation by source (grant and non- grant) that have to be well developed, supervised and repaired in a spirit of openness and co-operation to achieve a desired goal.

CHAPTER TWO

LITERATURE REVIEW

Literature relevant to this study were reviewed and outlined as listed below:

2.1 Challenges of quality of university education

2.2 Quality of graduates in Nigerian public university education

2.3 Budgetary allocation in Nigerian university education

2.4 Resource factors in Nigerian university education

2.5 Funding and Quality of Nigerian University Graduates

2.6 Adequacy of Resource (financial, human and material) and Quality of Graduates from Nigerian public Universities

2.7 Resource Utilization and Graduate quality

2.8 Resource Monitoring and Graduate quality

2.9 Accountability, reporting and quality of university graduate

2.10 Employers' rating of public university graduates in Nigeria

2.11 Appraisal of literature

2.12 Theoretical framework for the study

2.1   Challenges of Quality of University Education

The consequence of exponential growths in university education system and diversify programmes globally, coupled with potential declines in the value of university education has become worrisome globally. Several signs of value crisis in the university education are being felt worldwide, together with excessive students' withdrawal due to poor performance at the initial phase of university education, rising incidence of joblessness among graduates and the common believe that the standard of university education have fallen (Ofoefule, 2009; Tanko, 2013).. There is poor quality, lazy and highly, disobedient secondary school leavers that were admitted that finally become the products (graduates). The reduction in the quality of education is ascribable to indifferent attitude of the instructors due to lack of incentives and motivation by the government. Coupled with this is the non-enviable academia characterized by classrooms, laboratories and other teaching aids that are not enough thereby making learning cumbersome and stressful. Also, frequent interruption of academic activities due to strikes and many public holidays culminates into a reduction in the period of learning to less than half of the scheduled time needed to produce quality graduates under optimal conditions. There is also incessant examination misconduct and various degrees of deception amongst students and workers due to indiscipline and manipulations of the graduation requirement by administrators in some universities, just to ensure the graduation of students. The usual outcome is a large number of graduates with degree results that they cannot defend nor meet the prevailing demand of quality, relevance, competitiveness and sustainability in the education sector globally.

2.1.1 Overview of Nigeria education arrangement

Nigerian education has taken off prior to 1914 when the Southern and Northern protectorates were merged, but development fully began from 1950 when the three constituent regions achieved the status of self-governance (Sambo, 2002). The implementation of the Richard's constitution in 1947 conferred on Nigerians the right to become sole policy makers for the educational system. In each region, the formulation of educational policies was a direct duty of the ministers of education while the director of education was in charge of implementation of the policies.

The steady increase in the number of colleges of education and polytechnics over the years was more impressive. Presently, all states in the federation has at least one college of education,

polytechnic or University. This upsurge, unequivocally resulted into a tremendous rise in government budgetary allocation to education. Table 2.1 shows the structure and development of Nigerian educational system as at 1985, such that we have 2-3 years of pre-primary or kindergarten education, 6 years of primary schools, 6 years of post-primary education which is divided into 3 years of junior secondary school and 3 years of senior secondary school and 4-6 years of tertiary education which include College of Education, polytechnics, College of Technology and University education. There is also Teacher Training College and sixth form. In 1976, the government launched Universal Primary Education (UPE) scheme after taking over the grant–in-aids schools in states. The UPE was however thwarted because of unstable socio-economic and political conditions in the country.

Table 2.1:   **Structure of Nigerian Education System as at 1985**

Type of school	Duration	Nature of student	Age of student	
Kindergarten	2-3 years	Children	3-5 years	
Primary	6 years	Children	6-11 years	
Post-Primary	3years of junior secondary school and 3 years of senior secondary school.	Teenager	11-17 years	
Tertiary Institution	4-6 years	Adult	17 and above	

Source: Adapted from (Sambo, 2002) and developed by the researcher

The general economic meltdown witnessed in Nigeria in the 1980s culminated into instability and financial inadequacies which resulted into a halt in the expansion and growth of primary schools, frequent instances of nonpayment of teachers' wages, decay of instructional facilities and educational infrastructure at all levels and the accompanying strikes spanning across all stages and strata of education in Nigeria. There is also deprived monetary asset which brought down budgetary allocation to education. In fact, the budgetary allocation to education by the federal government nosedived, especially at the tail end of military regime. This is due to efforts at solving the problem of access that led to increase in enrolment at all tiers of education.

The problem in the oil sector in the 1980s decentralized the management and release of funds to the universal primary education scheme. Those states that were a little bit rich succeeded in maintaining it while the underprivileged states could not maintain theirs. This problem led to the stoppage of bursary awards and subsidized feeding for student – teachers and students at college and university levels in higher education institutions. A fee-redeemable mechanism was adopted by establishing state owned universities that were financed by the states government while tuition fees was leveled on the students.

The alternatives provided could not solve the problem of inadequate infrastructure and facilities. The resources could not cope with the rapid rate at which the system was growing such that the growth rate in population was 3.3% annually. Due to poor funding, educational quality is affected by underprivileged attendance and lack of adequate preparation by teachers at all levels. There is no motivation. In addition, the cry for better physical facility needs, upgrading of resources and infrastructure like laboratories, libraries, modern information and communication technology equipment led to serious disagreement between the academic unions and the government.

2.1.2 Scholars report of challenges confronting public universities in Nigeria

Ibukun (1997), assert that the greatest problem confronting university education in Nigeria is insufficient funding and dwindling learning resource. Reference was made to Rahamon Bello, who asserted that "education at the university level is presently very poorly financed in Nigeria*"* and that the country still falls short of the recommended 26% allocation to education out of the nations' annual budget. Nigeria has the least percentage allocation to education out of her annual budget when compared with sister African nations. This shows that Nigeria, in absolute and

relative terms, hasn't complied with the UNESCO recommended 26% budgetary allocation to education. There is   much crisis in the Nigerian university education, not just presently, but also in the nearest future if the problem of budgetary allocation is not well attended to. About 80% of funds to public universities come from either the federal or state government and the meager percentage allocation of annual budget to education (for instance, a mind-numbing 10.63% for 2014) shows much fund deprivation for education in general and particularly, the university system (Afolayan, 2015).

Due to strength and weakness of financial problems to public universities, there have been strong arguments and assertions concerning the level of government involvement in the funding and financing of education. Although, Nigeria that has the largest population of students spent an estimated half a billion dollars on higher education lower than countries with lower population such as in 2000, the higher education budget in relation to total education budgets in Benin, Ethiopia, Ghana, and Guinea amounted to 20 percent, 18 percent, 12 percent and 25.8 percent respectively, while Nigeria spent 8.36 percent. The attention paid by the universities on economics of funding and over reliance on tuition fees have resulted to apparent commercialization of university education. This is because most programmes of the university that are not profit oriented are abandoned and attention is shifted to commercially profitable programmes.

CNAN (2012) properly observed that most university students today are learning under tension, the buildings are almost worn out, the environment are not viable for learning and are characterized by many unfriendly learning situations (appendix 7.1 to 7.6). Also, the autonomy of several universities are being eroded, most times the university management experience unwarranted intrusion in the administration of the universities by the governments and funding organizations. Occasionally, the situation deteriorates to the extent that some Pro-Chancellors take over the management of the university; they weaken the authority of the Vice-Chancellors and reside permanently in the universities. This action hinders the university management from paying the needed attention to the central business of day-to-day university administration and academic excellence. (Adegbite, 2007).

The problem of cultism and other social groups on campuses is another headache for the university management. Many social vices troubling the larger society are also being experienced

in the universities and agitations from such groups has often led to the destruction and damage of school facilities, interruption of smooth learning and even death of students or staff members in these institutions. However, there is also the problem of aggressive unionism and delayed attention to labour - heated discussion by the government and funding authorities, which resulted to strike actions by staff unions in the nations' university. Student unrests and activism arising from unresolved grudges also give birth, in most cases, to shutting down of universities and unstable school academic calendar.

According to a foremost Pan Africanist and civil rights activist, the search for the way out of these challenges is captured in the statement that living 'moaning and complaining, will not safe the situation. The argument so far is that government cannot and must not withdraw itself from financing public university education, since government must of a necessity release funds for university education so as to enable them produce the needed manpower for immediate and future development, but the burden will be too much for the government alone (Babalola, 2011).

Globally, universities have the responsibility to promote intellectual acquisition and serve as important national assets for the storage and transmission of newly discovered knowledge and hi-tech expertise, contributors to elevation of culture and ethical bases of conduct (Brubacher, 1982; Oni, 2000).

In the universities, human resources (academic as well as non - teaching staff) and materials are important determinants of success or failure of enterprise, and can be used for upgrading society or nation. Anho (2010) viewed university as a veritable tool of providing direct in-out benefits for nation's economic prosperity through innovative ideas and utilization of human gifts and talents to attain industrial goals and development. It was also expressed that through the universities, improvement, training and development of manpower can be achieved, but Nigerian university graduates have failed to display these wonderful qualities. There has been rapid decline in the quality of graduates especially in the area of valuable skills such as communication, technical abilities, human interaction, and social conceptual as well as analytical capacity (NIPM, 2000).

2.1.3 Effect of Internal Quality Assurance and its Success

Internal Quality Assurance (IQA) helps to bring about profound reformation, particularly in the area of teaching and learning where the introduction of IQA has generally enhanced the internal coherence of academic programmes of study as well as their alignment with modern day labour market demand.

2.2   Quality of Graduates in Nigeria Public University Education

Quality in an establishment cannot be ignored; it is of paramount importance in retaining customers and ensuring that their satisfaction is guaranteed. Nwana (2000) opined that quality in education may simply mean the proportion of inputs, such as resources, inform of (academic and non-teaching staff), learning materials (buildings, lecture rooms, offices, equipment for science based courses, learning environment, hostels, transportations, electricity and water resources). In a university system such as, poor quality inputs will certainly lead to poor quality output of graduates. Quality graduates must therefore be individuals of great mind who have acquired the capacity to be fascinated by knowledge, learning, ideas, and also possess the knowledge of new technologies and their tools to handle such ideas effectively.

2.2.1 Quality issues in Nigeria University Education

Oguntoye (1999) asserts that the issue of quality comes into play when proven and checking the potential impacts of university graduates in the economy sector. Very importantly, production of quality graduates is the major role of universities across the globe. Unfortunately, majority of these graduates from Nigerian universities do not seem to adequately possess this attribute of high grade, or standard or excellence. Nonaka and Takeuchi (1995) affirm this by describing these graduates as half-baked and unemployable. Babalola (2011) blames this low-quality to inability of university education to equip its beneficiaries with expected skills of science and technology, knowing fully well that the issue of achieving quality graduates depends so much on the quality of resources inputs.

The dwindling quality of university graduates in Nigeria is therefore perceived to be a consequence of substandard quality inputs in form of inadequate and poor management of resources The foregoing therefore, results in a poor quality of graduates as expressed from the employers' rating in terms of weak intellectual knowledge, poor skills and attitude, low quality

research, teaching and encouraging public engagements of scholars, work readiness as well as productivity (NIPM, 2000; Babalola, 2012).

Education in any society particularly at the university level is the foundation of societal development. It serves as an important avenue that people use to find their feet in the world (Arong and Ogbadu, 2010). The quality of any education can be felt by the effect or its impact on the learner and its society (Bajah, 1998). Enaohwo (2008) on the other hand describes the concept of quality education as indefinable. At a time it can be defined as being literate and numerate. Yet in other situations, it could imply the acquisition of technical and vocational skills necessary for economic growth and sustenance.

Provision of value education in the school system is the harmonization of all learning resources to produce quality graduates. It means removing imperfection in education process. Cole (1996) opines that in any educational institution, to have quality output specifies that the teaching learning process must be well supported with adequate resources (human, learning and material) and the management must have clear job descriptions and responsibilities. Nwagwu (2003) distinguishes the following areas of reform in order to improve upon outcomes and results for quality education in our institutions, school level – quality of primary school leavers; class size and teacher student ratio; materials; teacher quality and morale; time utilization and management, discipline and character formation and funding arrangement, among others.

Education is the foundation of growth of any nation and greatest instrument man has devised for progress. Indeed, it is the leading factor out of individual potentials in humanity for the attainment of skills, abilities and competence necessary for self-realization and to cope with challenges of life (Osokoya, 2003). This same quality is used globally as a major instrument for promoting socioeconomic, political and culture development of any nation including Nigeria. Daudu (20009) asserts that learning is the basic tool to development, the only instrument to transform a nation.

Value in education is a multi-dimensional idea that holds varieties of activities, training and academic programmes such as research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and academic setting. These are the predictors of quality education in Nigerian universities.

Fagbamiye (1977) reports that, the teacher's quality as measured by experience and qualification is related to achievement and more predictive of students' performance. Ashworth and Harvey (1994) remarked that teachers are the most important resource in school and emphasized their maximum utilization for effective learning to take place. Ukeje (1986) discovered that teachers are the axis on which any educational system revolves, therefore, their number, quality and devotion matters most in determining its success. Hallack (1990) concludes that the performance of any student academically depends mostly on the teachers that taught them.

Adeogun (2001) discovered high student-teacher ratio in most public schools due to lack of funds and inability to recruit more teaching staff that can cope with the increase in the enrolment. The resultant effect of this is a poor quality student that cannot cope globally. Physical and material resources are other predictors of QA in the educational system. There is a very positive and significant relationship between instructional resources and quality output. According to Adeogun (2001), schools with more material resources usually produce quality students than schools with inadequate learning materials. Adeogun found further that availability of instructional materials in the schools will boost teachers' morale and increase their effectiveness in the classroom since it will expand, accompaniment and supplement their effort. Fernandez and Timpane (1995) give report on a study titled "the impact of overcrowded conditions on students' achievement and teachers' efficiency." In this study, teachers protest that too much students in a class make it noisier and make the environment non-instructional and create more paperwork that waste time and resources and hinder free flow of teaching and learning.

In recent years, Nigerians have expressed serious concern over the quality of university graduates. The poor quality of graduates is a major problem of university education in the country. (Babalola, 2007) investigated the level of graduates' readiness for productivity when they get to their work place in Nigeria. The following perceptions by the public were examined: are university graduates in Nigeria sufficiently educated? How do employers evaluate the qualifications of current degree-holders? How well do graduates achieve when they are able to obtain employment? Based on these and analysis of available information from the labour statistics and key informant interviews with managers from 55 public enterprises, Babalola (2007) discovered that projections for employment among graduates deteriorated every time as the share of graduates gaining employment into the public sector fell drastically. The study discloses that graduates are poorly trained and unproductive on the job, and graduate skills have steadily nosedived over the

decade, shortcomings in spoken and written communication and in applied technical skill. Babalola et al. (2007) consider output in industry as a definable and tangible item manufactured according to specifications and ready for sale. The product of a university according to them is the output, that is 'graduates' who are awarded certificates having satisfied and fulfilled all stipulated requirements. Thus, the condition attached to the determination of a quality graduate is determined by the effectiveness and efficiency of the system. These are measurable elements through: Examination results, Level of learning achieved, Quality of the facilities - number and adequacy, Quality of teachers, qualifications, and teaching competence.

A cursory look into the Nigerian economy according to World Bank (2013) shows that the level of human development is so low in the area of levels of unemployment; poverty, revenue disparity, and illiteracy have grown worse in some cases. Aboyade (1983) notes that there are many things that man, in his raw or primordial form can do in the process of production and exchange. With some physical capital at his disposal, he can do far more. But it is only when he extends his own innate mental force and raises the level of his skill through education that he can make the best use of all other productive factors at his disposal. The economist notion of man then changes from one of a biological entity to that of human capital, embodying a growing stock of knowledge, skill and experience.

University education is expected to solve the problem of technological advancement and to break the knowledge gap between developed and developing countries. Babalola (2011) discovered that for many developing countries, this is most common in Africa due to global changes and advancement in technology especially in the production system emphasized by alphanumeric and consciousness of revolutions marketization and globalization. The changes in global economy forced all nations and their institutions including university education to respond to new demands in teaching, research, community services and governance. Since knowledge and skills have become the key factors in human development, therefore, university education becomes a central instrument in the process of production, propagation and preservation of knowledge and skills. In other to cope with the technological advancement, Provision of standard university education services and programmes requires huge amount of money from both government and private sources, thus the university stakeholders have to increase the appropriation to universities especially the government which carries the greater portion of income to public universities.

Likewise, states, regions and nations are keen in allocating appropriate budget to university education because of the demand for quality education that can compete globally.

In addition, since raising the average level of schooling is the willpower to increase productivity, improve job quality in the country, and enhance economic growth. Nations, states and regions are interested in allocating appropriate budget to university education. Abdulkareem, (1989) discovered that lack of fund and necessary learning materials in the public universities is the major cause of graduate quality nose-diving in these institutions. It is very clear and undoubtful that decline in quality of university graduates cannot be overcome without adequate budgetary allocation to public universities in Nigeria.

Looking at the supply of university graduates in Nigeria, accessibility to university education, generally shows an indicator of a country's production of skilled personnel. A critical point made by experts was that the real problem was not so much the over production of graduates but as it was the production of persons with little or no relevant skills. Experts said that the problems resulted from the disproportionate emphasis on the arts and social sciences by the universities. They contended that so long as the universities favor these two areas in their admission policy, so long should the problem of graduate's unemployment persist. This is a fact and one of the direct sources of unskilled graduate production.

Despite the tremendous progressive increase in public expenditure, enrolment and increasing years of schooling since 1980, Nigeria is yet to benefit from such development in terms of value of graduates produced from Nigerian public universities. Fadiya (2010) notes that schooling in Nigeria has not delivered full on its premise as the driver of economic growth. No wonder Yaqub (2010) characterized Nigerian economy as sluggish in terms of growth. Similarly, Sola (2009) posits that the Nigerian economy is characterized by prolonged period of economic stagnation, rising poverty level and decline of quality of its public institutions. Scholars attributed the failure of the Nigerian public universities to produce quality graduates because of the poor state of the system. Various researchers, Ajayi and Ekundayo (2006), Odia and Omofonmwan (2007), were of the view that the budgetary allocation to university education should not be seen as spending money but a long-term investment of stream of benefit to society as a whole. These benefits can be felt on a societal level in the area of lowering unemployment rates, produce better health, and reduce crime rates, more involvement in societal activities, higher tax returns and other trickledown effects.

2.2.2 Improving Educational Quality

The sum of evidence from analyses of economic outcomes is that the quality of education - measured on an outcome basis of cognitive skills - has profound effects. Individual wages and earnings are systematically related to cognitive skills. Skills distribution in society appears to be proportional to income distribution. And, very importantly, growth and development in the economy is strongly influenced by the skills of workers (Mudambi and Navarra, 2004).

2.3   Budgetary Allocation in Nigerian University Education

According to Parry (2002), the consultation committee in quality assurance of university education in England agreed on the objectives of quality assurance of teaching and learning in conjunction with other mechanisms for the promotion of high quality and standards in teaching and learning. Based on this paradigm, educational investment has remained a fundamental integral of human capital development due to its potential to positively contribute in a significant way to the economic growth of the nation. In recognition of this, successive Nigerian governments have been making some efforts at ensuring an upward review of appropriation to university education. For the year 1980, the total government expenditure on education was N1549.7 million which increased to N2294.3 million, N67568.1 million and N19658.2 million in 1990, 2000 and 2010 respectively with 45.2% allocation to public universities. All these revealed that there has been a continuous upsurge in public expenditure on education but this has not been able to cope with the level of increase in school enrolment in Nigeria. Available information reveals that enrolment rate in the public universities has been on a steady increase from 0.09 (1980), 0.13% (1985), 0.21% (1990) 0.32% (1995), 0.86% (2000), 1.23% (2005) to 0.42% (2007) (World Bank, 2010).

The Longe Commission of 1991 observed that the percentage of budgetary allocation to education in Nigeria has never exceeded 10% from which an average of 45.2% is apportioned to university education. This is far below the UNESCO recommendation of allocation of 26% of the total budget of a nation to education (Odia and Omofonmwan (2007). It is therefore advocated that proprietors and managements should make available more funds to the universities so that they can have quality products (graduates). They conclude that Nigerian universities are confronted with funding difficulties that limit the capacity of expansion in education to enhance growth and development such as under-employment, low absorptive capacity, and insufficient professionals, regional imbalances and brain-drain. The fact that many of these problems remain unsolved, in

spite of the various policy formulations and responses points to the need for a more focused, responsive, functional and qualitative educational system through investment.

Ogunyemi (2018) has condemned the four per cent reduction in the budgetary allocation to education sector in 2017. According to him, the reduction can destroy the nation's educational system. The reduction which is from 11 per cent to eight per cent in 2015 will do the education system no good rather it will harm the system. In 2017, about six per cent was proposed and only four per cent was appropriated. This decline in the allocation can also destroy the country because destroying the educational system of a nation is tantamount to destroying the nation. Since education has been devalued, the government now uses education as a means of scoring cheap political point. Political office holders, now own private universities at the detriment of government universities. They build their own universities and privatised virtually all public universities. Though, the union tried to inform the government on funding and provision of learning facilities that will bring quality education for development to the country. Yet, the political class hardly recognized this, all what they think about is their own selfish interest and to deny large number of Nigerian youths the quality education needed so as to determine who runs the affairs of the nation.

Also there is the need for judicious use of the public funds that come into the system no matter how small. Many government workers are not honest. They believe that the funds from the government are public funds and can be spent anyhow, as a result, many people are corrupt in the system to the extent that the more money is allocated into the sector, the more money becomes available to be embezzled. There is therefore, the need to put in place a good accountability and probity mechanism into the financial activities of the sector (and by extension, other sectors) so that as much as possible, all financial loopholes and leakages are blocked (Ujunwa, 2015).

2.4   Resource Factors in Nigeria University Education

Resource Factors are remote factors for the arrest state of university education quality. Edwards Deming (1988) has proved so powerful that educators want to apply Total Quality Management (TQM) in schools. Universities, however, have been slower to see the value of using TQM to improve the administration of the university. In 1990, Oregon State University endorsed TQM as its management philosophy and has experienced outstanding success in improving the operations of the university (Winn and Green, 1998). For universities, the quality concept is not

new, and there has been a continuous discussion about the need for improving the quality of education. Efforts are being made to identify the characteristics of a world-class university and comparing them (Alden and Lin, 2004), to find benchmarks as a reference for quality improvement for any university regardless of its present quality level.

Keller (2006), an educationist and planner, noted that in the 21st century university, administrators will be responsible primarily for three things: managing change, financial controls, and quality of service. This implies that they will manage new administrative configurations, changes in tenure, network of colleges linked through technology, as well as evolve strategies to manage interdisciplinary academic programmes. Keller (2006) argues further that university leaders will devote more time and ingenuity to controlling costs, increasing productivity, finding additional revenues, and vigorously promoting accountability. Additionally, the goal of maintaining quality will require university administrators to watch over the quality of teaching, advising, student services, administrative actions, as well as campus facilities. (TQM) ensures that management adopt a strategic overview of quality and focuses on prevention and not detection of problems. It requires a mindset change to break down existing barriers.

Universities are established with the objectives of producing graduates who are worthy both in learning and character; to conduct research and serve the community. The major goal of the university system is the production of quality graduates who will later manage various positions in both the private and public sectors. The major factors in the production of qualitative graduates revolve around admissions, examination administration, course administration, certification and the recruitment and retention of experienced and hardworking workers. Therefore, all these aspects need careful, rigorous, painstaking and collaborative efforts, with a view to producing world-class graduates for both national and international developments. Thus there is the need to focuses on the importance of teamwork and productivity of workers in higher institutions in Nigeria in ensuring a high quality of the products – graduates to meet the society's assigned goals.

TQM has been adopted as a management paradigm by many organisations worldwide. Quality movement across the world starts with quality improvement projects in manufacturing companies. But later it spread to other service institutions, including banking; insurance, non-profit organizations, healthcare, government and educational institutions. TQM is the process of changing the fundamental culture of an organization and redirecting it towards superior product or

service quality (Gaither, 2000). TQM can be defined as a general management philosophy and a set of tools which allow an institution to pursue a definition of quality and a means for attaining quality, with quality being a continuous improvement ascertained by customers' contentment with the services they have received (Michael, 1997). According to Witcher (1990) TQM is composed of three terms: Total: meaning that every person is involved, including customer and suppliers, Quality: implying that customer requirements are met in accordance to specification. Management: indicating that senior executives are committed. TQM may also be seen as; doing things right for the first time, striving for continuous improvement, fulfilling customers' needs, making quality the responsibility of every employee. Gregory (1996) summarized the TQM philosophy as contained in the above definition as:

• A relentless hunt for ways to improve quality.

• Involvement of all employees

• Managerial leadership

• Corporate culture, and

• Customer focus.

Finally, Ali (2006) stated that the economic advancement of any nation does not necessarily depend on its natural resource endowment, but increasingly on the level of technological innovation capabilities. Teaching facilities and equipment help to stimulate interest and produce a sound and well- grounded skilled graduates (Anthony, 2005) In addition, the continual process of detecting and reducing or eliminating errors in educational process, streamlining supply chain management, improving resources and ensuring that employees are up to speed with training is the key to producing quality output.

2.4.1 Resource Requirement

The general lack of any systematic relationship between student achievement and resources raises the question of whether or not there is some minimum required level of resources even if impacts are not seen at higher levels of resources. This almost certainly is the case and is consistent with the few "resource findings" about the availability of textbooks, the importance of basic facilities, the impact of having teachers actually show up for class, and similar minimal aspects of a school.

2.5   Funding and Quality of Nigerian University Graduates

University education is important to our national development in Nigeria. This is because the graduates produced plays important role in the innovation and the sustainable development of the society. In the time past university education was well managed and produced higher level skills and competent graduates. However, the universities over time begin to experience increase in enrolment above the university carrying capacity. Thus, financing of university education in the country became a problem because appropriation to universities cannot meet their needs (Ezekwesili, 2006). So, there is problem of inadequate resources in the universities which led to increasing decline in the quality of university education in Nigeria. Poor funding has led to deterioration of infrastructures, overutilization of learning materials, and low human capacity building.

In addition, changes in the production process accentuated by digital, and knowledge revolutions, marketization and globalization has made university education to become a central instrument in the process of propagation, production and preservation of knowledge and skills. These global changes affect virtually every aspect of the production architecture of the university landscape such as teaching, research, community services and governance. The net effect of these changes is increase in the cost and financial burden of university education on government. Thus public universities are expected to source for funds in different ways since government alone can no longer finance university education (Babalola, 2011). Obayan (2006), adopted some formula that can be used to ameliorate the problem of lack of expansion of facilities in relation to increase in enrolment, inability to maintain the prescribed student/teacher ratio. Since it is difficult to have quality education without adequate funding, (Odebiyi and Aina, 1999) noted that all public universities, as a matter of obligation, should be able to generate ten percent of their total annual income.

World Bank (2002) as cited in Babalola (2011) analyses some categories of income to university education such as fees in form of tuition and non- tuition, loan schemes, productive activities, donations and endowments.

FEES: These are tuition for both degree and non-degree programmes, payment advancement and chargeback. Non-tuition fees include registration, laboratory and affiliation fees. In Nigeria, fees still accounted for a negligible portion of universities' incomes unlike other Francophone African countries where 80 percent of the students paid fees that are greater than half of the university's

total income. This is as a result of poor functioning of financial market in Nigeria. This now leaves the students assistance in the hand of the government in the face of other pressing macro-economic needs (Babalola, 2011).

PRODUCTIVE ACTIVITIES: This is the second category of income to universities analyzed to solve their financial problems. It has to do with universities engaging in revenue generating activities like business activities and leasing premises, contract research, university industry partnership and establishing limited companies. Productive activities like consulting, research, laboratory tests, patent royalty, enterprises like television, hotel, retirement, homes, shopping mall/center and parking, Financial products like endowment funds, shares and bank profits, production of goods like agricultural produce and industrial products, rental of facilities like classrooms, lands, dormitories, laboratories, concert halls, and mortuary space and sales of assets like land and residential housing.

DRIVES FOR DONATIONS: Gifts which may be direct, indirect tied and concessions are now popular in Francophone African countries universities.

There is also tied donation such as access to patents and share of profits while concessions are product sold by using the name of the institution.

CULTURE OF GIFT: This is another source of income to the universities through the assistance of their overseas partners. For example, Teferra (2006) in Babalola, (2006) reported that in South Africa, the University of Cape Town (UCT) was able to realize $ 10 million endowment fund from United Kingdom (UTC Trust). The money is to raise donation for four chairs in Humanities, Plant Biology, Conservation Biology and Exercise and Sports Science. Also Nippon and Tokyo Foundation contributed endowments in African universities by donating $1million grants.

INVENTIVE LOAN SCHEMES: This is a means of transferring the burden of the cost of university education from the government to individual student. The loan scheme includes mortgage type (financed from public and private sources including banks for tuition and living), amortized type (repaid on an amortized or equal basis over a particular period of time), graduated

type (lesser interest rates when paid earlier and bigger interest rates when paid later), income contingent type (a repayment based on the amount borrowed and percentage of income later), mandatory income contingent type (repayment that is contingent upon income) and optional income depending type (the repayment that is not depending upon income). Countries like Ghana and South Africa have chosen the income-dependent loan systems in which repayments are based on the graduate 's annual income (World Bank, 2002) in (Babalola, 2006). The problem with loan scheme is that only the rich students benefited from the programme.

Teferra (2006) noted that loan schemes have minimal impact in Africa due to mis- management such as ineffective and uncoordinated enforcement of recovery, poor administrative and management capacity; high administrative costs, complex loan procedures, an imperfect loan pool, non-commensurate loans, poor measurement of means-testing, and very low and slow loan recovery.

DUAL TRACK SYSTEM: This is another means of transferring the burden of the cost of university education from the government to private individual. It is called the parallel Module. Universities in Africa opted for this system to solve their financial problems. Teferra (2006) in a revie

w, noted that Uganda, Tanzania and Rwanda admit two types of students, the fee-paying and the type that does not pay any fee. Those who pay fees are the qualified candidates who due to some factors could not gain access to free university education, but are willing and able to pay. This is the case in Tanzanian public universities as well as Kigali Institute of Science, Technology and Management in Rwanda where almost 100 vacancies have been reserved for full-time privately sponsored students.

IMPROVED MANAGEMENT: It means efficient utilization of human, material and financial resources. The governments may accuse universities of inefficiency and misappropriation. For example, during the 1995/96 session, Maseno University in Kenya lost over US $ 660,000 [Ksh 50 million] mainly through theft and false allowance payment (Teferra, 2006).

The general perception has been that any attempt by the government to increase fees in public universities may lead to low enrolment but the scientific evidence from household survey by Jimenez (1987) discovered that depending on the earnings of the household, average enrolment might remain constant if fees increase. For example the extracts from the synthetic

reviews on financing education by Lewin (1997) in Babalola (2011) shows that in 1983, Student loans available in 30 countries programmes appear successful, (in 1984) User fees will have small effect on enrolment, large effect for low income families, (in 1985) Private schools achieve more, even when social factors are controlled, (in 1986) Private schools achieve more even though unit costs are lower (Lewin,1997).

The function of the government as the chief investor in financing public universities in Nigeria cannot be overlooked. Government disbursed funds in training Nigerians both within and outside the country in higher institutions of learning, and this singular commitment, over the years, has brought credibility to the Nigerian government. Budgetary allocation is very important for enhancing the quality of university graduates and low and anemic allocation will surely lead to inadequate provision of learning resources.

The increasing belief in education as a tool of transformation and change in many developing nations, like Nigeria, has called for increase in fund allocation to public universities by the stakeholders. Universities generate greater part of their revenue through students' fees and tuition. According to Adeyemi and Osunde (2005), part-time programmes are offered on a 'for-profit' basis (profit making venture), which in turn financially subsidize regular students' fees. For example, University of Nigeria charges N75, 000, Ambrose Ali University charges N62,000, Lagos State University charges N193,000, Anambra State University charges N84,000.

Endowment funds/donation: A high number of Nigerian tertiary institutions do establish endowment funds where rich and well – to - do citizens help in the development of quality education.

Grants: Nigerian universities have received many foreign grants in form of aids to support academic programmes and staff development.

Private Contributors: Big firms, companies and investors such as Julius Berger, Chevron, etc. do contribute into the Nigerian universities in form of physical structures. The organizations such as Rotary Club and Lion Club also donate buildings, books and money to the Nigerian universities.

Tertiary Education Trust Fund (Tetfund) formally known as Education Trust Fund (ETF). The Education Trust Fund (ETF) was established by Education Tax Decree of 1993 in response to the recommendations of some concerned groups in the country to raise funds for the education sector. For example, the TETFund allocations to universities from 2003 to 2007 are 634,500,000; 722,750,000; 1,657,500,000; 1,302,000,000 and 1,430,000,000 respectively (National Bureau of Statistics, 2009).

Commercial Ventures: Nigerian universities in a bid to have additional source of funds have embarked on different commercial ventures as a way out of financial incapacitation. These ventures are profit oriented and include: hotels/guest houses, petrol filling stations, constructed shops for rent, cybercafés, schools (crèche, nursery, primary and secondary), fee for transportation, catering and laundry services, parking lots on campus, supermarkets, hall rent in idle time, bookshops, publishing houses, alumni relations and associations. The alumni of each university also embarked on some projects in their respective universities.

According to Alao (2010), universities in Nigeria should not be tired of embarking on broad entrepreneurship activities in which all faculties will think creatively and devise ways of making sure that their activities bring income to the institution. What the nation need is the birth and showcase of universities with a rich repository of entrepreneurship skills, centres of academic excellence where the processes and the results of research and innovations are shared and sold to the investors and developmental agents.

2.5.1 Cost sharing in Nigeria University Education

The total financial burden of university education should not be on the government alone. Cost sharing therefore refers to the diversification of university income sources from heavy reliance on the government to being shared with the stakeholders, parents and students, such as payment of fees. Although many universities all over the world obtain a greater part of their income through tuition fees of students, this strategy as a source of funding tertiary education in the country is still underutilized. The strategy of cost sharing is gaining acceptance globally as one of the most convenient and effective way of financing university education (Obasi and Eboh, 2002; Simbowale, 2003). Since the full burden of financing university education in Nigeria cannot be shouldered by the government alone, it should give room to individuals to lend supporting hands

in financing the system. It is also noteworthy that while federal government believes it should make available free university education to the citizenry that are qualified to study in public universities (federal) in Nigeria, government to date, has not been able to provide sufficient funds that will help the system in training and producing quality graduates (Abdulkareem, Fasasi and Akinnubi 2011; Olayiwola, 2012; Akinyemi, 2013).

Graduate taxes are also additional source of funding education at the university level in some parts of the world, especially the developed Asian countries. By graduate tax it meant an educational specific tax to be levied from individuals that use educated manpower (Tilak, 2008).

Obikoya (2002) found that fund allocation to the universities in Nigeria can be broken into two major components:

The recurrent allocation which comprises teachers' salaries and allowances, the teaching allocation, student textbooks, stationery and boarding. Others include research and administrative support allocation while the capital allocation includes items of long durability like land, school buildings, teaching equipment, vehicles, staff house and boarding facilities of the universities. The amount of research carried out by the university distinguishes them from other forms of higher education. Ajayi and Ekundayo (2006) noted that if the nation wants to get the best out of its universities in terms of meaningful research, enough funds have to be made available, otherwise, the type of research emanating from these institutions will be substandard, irrelevant and unrelated to the nation's socio-economic needs.

Tamuno (1997) observes that at independence, Nigerian universities enjoyed a lot of financial assistance in form of endowment and technical aids For example, the NUC (2004) exposes the following federal universities (University of Calabar and Usman Dan Fodio University) for enrolling more students than they could cope with. As a result of the insufficient fund, some universities have abdicated the responsibility for funding of capital projects to TET Fund.

Attempts at survival prompted the universities to react differently to the decline in funding situation. Babalola (2006) in a study reports that at the University of Ibadan, when the income level reduced by 9%, the student-teacher ratio increased by 14%, while at the University of Ilorin, a reduction in income level by 52% translated to an increase of 170% in student-teacher ratio between 1980 and 1986. Okunamiri (2002) reports that, most federal universities resorted to taking punitive measures as a way of surviving the incidence of financial predicament they found

themselves in by reducing their admission quota for 1983/84 session. On the contrary, state universities admitted more students particularly those who were denied admission to federal universities to boost their internally generated revenue (IGR). Ukeje (1991) opines that quality education at all levels requires quality resources and by implication, adequate funding.

Scholars like (Babalola *et al*., 1996, Olaniyi and Adams (2002) found out that allocation to education and health sectors is inadequate when related to the benchmarks and performance of other countries. They conclude that the under-funding of education has resulted in low literacy rate and deteriorating pupil-teacher ratio. Ojo, Oladunni and Bamidele (1997) have observed that inefficient resources use affects the funding of education.

Scholars (Babalola *et al*. 1996; Ajayi, 2002 and Aina, 2007) agreed that universities in Nigeria are underfunded while funding of Nigerian education in general is getting worse. Halidu (2015) did an empirical study of evaluation of university funding in Nigeria. The study attempted discovering how best to solve the problem of underfunding that has bisected public universities in Nigeria using questionnaire and Focus Group Discussions. The study was carried out using university of Ibadan as a case study. The findings reveal that the dwindling in finances to the Nigerian universities have led to drawbacks in teaching, research and community services. The internally generated revenue by the Universities is too low to sufficiently compliment the statutory allocation by the Nigerian Government. Thus, the statutory allocation to Universities is inadequate. There is the need for a paradigm shift by the government of Nigeria to increase its allocation to meet the 26% UNESCO benchmark if any meaningful development is to take place in the Nigerian university system. Also, the decline in funding adversely affects the quality of teaching and research in the universities as well as condition of service of workers. The situation creates in the universities, a state of overcrowding, deteriorating physical facilities and lack of resources for non-salary expenditures such as library, teaching and research materials, laboratory equipment, consumables and maintenance. The Nigerian university education is decaying to such an extent that the quality of teaching, training and research which are the cardinal doctrines of any academic institution in the world is falling abysmally due to gross under funding. Thus, effective university system depends on the adequacy of funding. The efforts made by Nigerian intellectuals to restore the system often pitched the Academic Staff Union of the Universities (ASUU) against the government. The study then concludes that if public universities continue to depend on

government for its funding, and the source remains insecure, unpredictable and subject to depletion, then our universities will not reach take off stage of development.

2.6   Adequacy of Resource (Financial, Human and Material) and Quality of Graduates from Nigerian Public Universities

The educational system in Nigeria has undergone only quantitative improvement in terms of number of institutions and students' enrolment while there has been little effort in respect to the capacity to manage the system through provision of adequate financial, human, material and physical resources. Ezewu (1986) reported that many institutions do not have the physical facilities and infrastructures, even those which have cannot boast of current and relevant ones such that practical lessons are taught as theoretical while equipment and materials are inadequate and sometimes borrowed for external examinations. Diejomaoh (1985) observed that the Nigerian education system consumes enormous resources with very little tangible results.

Before and during the period of this study, physical and material resources in public schools were discovered to be inadequate and poorly managed. Many of the school buildings were dilapidated. Also the allocated financial resource, teaching and non-teaching staff are grossly inadequate compared with the students' enrolment. The challenges of universities in Nigeria are enormous and have been catalogued by different scholars (Akinkugbe, 1983; Tamuno, 1995; Babalola, 2001; Ade-Ajayi, 2003). Of all these challenges, inadequate funding and inadequate resources appears to constitute the greatest threat.

In a study of resource quality and service delivery in four universities in South East Nigeria by Obikwelu, (2014). The aim is to ascertain universities' accreditation status as well as the teacher – student ratios by various programmes taught in the institutions. The study also examined the availability and adequacy of resources (materials, human and financial), in relation to teaching effectiveness. Among the findings of the study were, that out of 27 programmes accredited by NUC in 2009/2010 academic session, eleven (40.7%) received full accreditation status; thirteen (48.1%) had interim accreditation while three (11.3%) did not get such approval; that the existing lecturer-student ratios in most of the academic programmes including staff strength were found not to follow Minimum Academic Standard (MAS) guidelines; available classroom communication materials and physical facilities were found not adequate for effective teaching of all courses; the teaching stock in the department was inadequate for the courses taught; regular attendance of lecturers at conferences,

seminars and workshops and their level of ICT compliance enhanced research activity and output; lecturers' remunerations/ incentives also enhanced research activities. The study then recommended among others that government and university management should make efforts to ensure quality education in the universities.

2.7   Resources Utilization (Financial, Human and Material) and Quality of University Graduate

The gateway for improved work performance, efficient and effective service delivery, and staff skill update and quality production in any organization is utilization and development of personnel/materials. Every organization is established to cater for the yearnings and desire of the employees within the work place, to make them committed to the goals and ideals of the establishment, thereby helping to reduce staff mobility and retaining its patronisers. Therefore, for any institution such as university, some factors have to come into play through their availability and reliability. Human resources are the strong pillar of private or public organisations.

As the world even turns to a global village, one cannot but attribute its possibility to the dexterity and intuitive nature of human thinking and ability. Another conviction of human ability and input in the work is the computer. What is computer if not the human brain since computer is 'garbage in garbage out'. It becomes imperative to realize that one cannot do without human resources in an organization. In fact, the evolution of human resources in Nigeria can be traced back to the time of industrial revolution when the slave trade was abolished in favour of buying and selling of goods and services, establishment of industries and schools. It is at this period that the importance of development and utilization of human skills is felt in an organisation. This view was supported by Adesina (1988), Fafunwa (1977), Yesufu (2000) and Ramon-Yusuf (2005) who opted that investment on human resources in Nigeria started in 1843, when different missionaries from European countries started with funding of schools introduced by them. Human resources from this period have been recognised as the most critical resources of the factors of production, without it an effective utilisation of all other factors of production remains impossible. Human resources has to be developed effectively and efficiently, to enhance and harness other resources for the actualisation of university goals (quality graduate).

Concept of human resource development remains an important current issue in African manpower development planning (Gardner and Wright, 2003; Itika, 2011); therefore, human

resource development is defined as a process of extensive education, planning, training and evaluation of training programmes on the employees in order to boost their performance in an organisation. Organisations with high productivity have no doubt made human resource development an integral part of their business culture. However, in the Nigerian context, at times in the university environment, staff may be trained but may not be effectively utilised to give out their best on job. Therefore, resources utilisation is the extent to which available resources are effectively deployed for maximum achievement of the organisational goals and objectives.

Thus, resource utilisation can be defined as the deployment and placement of learning resources correctly, in terms of location, position and period for the actualisation of organisational goals. An organisation may be endowed with sumptuous resources but may not actually develop and utilise them well. The university as an educational institution has resources in form of teaching staff, non-teaching personnel, and knowledge facilities, learning materials students as well as finance. No organisation can develop beyond the quality of its human resources. The effectiveness, acquisition, utilisation and maintenance of the organisational human resources is central to the growth, viability and survival of any organisation. Human resources constitute the first resource requirement in Nigerian Universities. Human resources refer to such factors as learner - teacher ratio, learner enrolment, teacher quantity and quality among others. The Nigerian Universities have been critically bedeviled with dearth of human resources as a result of many factors such as explosive enrolment, brain drain, among others. According to Saint, Hartnett, Strassner (2003), institutional deterioration and salary erosion during the past decade have prompted substantial brain drain of lecturers and impeded new staff recruitment even as enrolment rises. Recruiting of lecturers is a major challenge to both newer schools and established schools or institutions. Even though the demand for education has been growing steadily over the last decade, the production of teachers or lecturers has not risen to satisfy that demand, even, those lecturers that are available are seeking for "greener-pastures".

The shortage of staff makes it increasingly difficult for schools or institutions to increase their faculty to meet the demand for business programmes (Shulman, 1988). Saint *et al.,* (2003), reported that between 1988 and 1990, over 1000 lecturers left the Federal University System. Also, between 1997 and 1999, the numbers of lecturers declined by 12% even as enrolments expanded by 13%, (NUC 2002). Saint *et al.* further reported that an estimated 30 per cent of approved academic positions are vacant in federal universities. Staffing scarcity is most acute in engineering,

science and business disciplines. Short falls are estimated at 73% in engineering, 62% in medicine, 58% in administration and 53% in sciences. In contrast, no staffing shortages exist in the disciplinary areas of arts and education (NUC 2002).

Odekunle (2001) lamented the mass exodus of many brilliant lecturers who could not compete on political campus arenas from the university campus. Some left to join the rat-race in the business world, others left Nigeria for better services. Materu (2007) reported that Sub Saharan Africa (SSA), the poorest among the poor regions of the world, has the highest rate of emigration of skilled workers. The percentage of tertiary education emigrants from the region increased from 23 per cent in 1990 to 31.4 per cent in 2000.

Going by the above, it is apparent that if Nigerian university education was to achieve its purpose in the country, it is required that a large retinue of highly motivated, satisfied, intellectually and skillfully competent lecturers, who will bring to bear the desired changes intended in the students be employed in our universities. According to Yaqub (2010), lecturer shortage in Nigerian universities has made some of the courses not to be properly taught to students.

Okunola (2007) also clearly identified the challenge of shortage in lecturer number in universities, and how it affects teaching and learning. Balogun (1991) was more succinct in his analysis of lecturer shortage in Nigerian universities. He categorized lecturer inadequacies in four groups viz: overt shortage of lecturers; hidden shortages; suppressed shortages and modern shortages. He noted that actual vacancies to be filled is overt shortages; positions filled by unqualified lecturers who teach outside their area of specialization are hidden shortages; suppressed shortage is seen as relating to lack of pedagogical training required in teaching while modern shortage is used to describe lecturers who are qualified but are out of touch with current development in their fields. It is sad to note that in studies carried out by Aghenta (1992); Oni (1995); Adeogun (1999); Galloway (1989) and Okunola (2007) all four types of shortages are inherent in Nigerian schools; and these affect both teaching and students' performance negatively.

Aghenta (1992) argued that the idea of engaging the services of unqualified lecturers is having a toll on the transformation of school curriculum as much cannot be expected of lecturers if they have inadequate knowledge of the new trends and dynamics in their area of specialization. Qualified and competent lecturers are central to relevant skills acquisition and hence the production of competent graduates from Nigerian universities who would propel Nigeria's industrial development. Darling-Hammond (2000) supports this view when he enthused that the

framework for understanding the labour force outcome of schooling has conceptualized lecturer quality as key input. Ejiogu (1990) upheld the above view when he averred that the strength and quality of academic and non-teaching staff has a lot to do with the quality of educational products.

Ajeyalemi (2002) agreed as much when he opined that of all the factors affecting science and university education in Nigeria, the lecturer factor is the most crucial.

2.8 Resources Monitoring (Material, Human and Financial) and University Graduate Quality

Resources are monitored in the universities to ensure that planned results are achieved, to improve and support management, to generate shared understanding, to generate new knowledge and support for learning, to build the capacity of the graduates, to motivate stakeholders, to ensure accountability and to foster public and political support. Using COSCO Guidance, it shows that unmonitored resources tend to deteriorate over time. According to COSCO framework, monitoring is defined as internal control that continues to operate effectively. When monitoring is designed, and implemented appropriately, organizations stand to benefit because they are more likely to:

- identify and correct internal control problems on a timely basis,
- produce more accurate and reliable information for use in decision-making
- prepare accurate and timely financial statements, and
- be in a position to provide periodic certifications or assertions on the effectiveness of internal control.

2.9 Accountability, Reporting, Control and Quality of University Graduates

Resource accountability provides all the capabilities necessary to support the accounting and reporting requirements of state and federal universities. It is the processes, mechanisms and instruments that make institutions meet their obligations and become more responsive to their particular society (Boven, 2007, Hatch, 2013).

Accountability requires some form of evaluation or assessment of the inputs, processes and output of an educational system. Fund accounting is the manner of organizing and managing accounting transactions by which resources for various purposes are classified for financial accounting and reporting purposes in accordance with activities or objectives as specified by donors, with regulations, restrictions, or limitations imposed by sources outside the university, or

with directions issued by the university trustees. A fund is an accounting entity with a self-balancing set of accounts consisting of assets, liabilities, and a fund balance.

Resource Factor Control: It is the process, affected by an entity's board of trustees, management, and other personnel, put in place to provide reasonable assurance regarding the achievement of objectives in the following areas: reliability of financial reporting, effectiveness and efficiency of operations, and compliance with applicable laws and regulations. There are different types of resource factor control, namely preventive, detective and corrective controls. Preventive is designed to keep errors or irregularities from occurring in the first place, detective is designed to detect errors or irregularities that may have occurred while corrective is designed to correct errors or irregularities that have been detected.

Review of Empirically Related Studies

Uche, Okoli and Ahunanya (2011) conducted a study on infrastructural development and quality assurance in Nigerian higher education. The study adopted a descriptive survey research design. Two thousand (2000) final year students (participants) were randomly selected for the study. On adequate provision of classroom-based materials such as furniture, provision of light and power and other learning aids, the study revealed an aggregate mean score of 2.39 for male students and 2.44 for female students, which were less than the 88 criterion mean of 2.5. On available physical facilities such as classroom buildings and other multipurpose houses, provision of library and library resources, student hostels, staff residential porters, ICT centres and facilities, the findings indicated low level of quality infrastructural development in the higher institutions. The available facilities were not enough, not adequate in terms of quantity and quality, not maintained, not safe and not students' centered. Thus the quality assurance of these facilities was not guaranteed as they could not match global standards.

Similarly, Adegbesan (2007) carried out a research on availability and adequacy of school facilities in Nigerian vocational and technical colleges. The study design adopted was descriptive survey research design, on a sample of 211 teachers from five (5) technical colleges in Ogun State. The findings indicated that the availability of school plants in technical colleges was on the high side, nine (9) out of fifteen (15) were mentioned to be available by teachers; these include staff offices, students' classrooms, workshop and equipment, recreation and sports facilities, site

expansion, library, vehicles, hostel facilities and water facilities. The teachers also considered the following as not available: science laboratory, computer and technical materials. It was confirmed that most schools did not have computer systems and technical aids. The study also discovered that only three (3) school plants out of fifteen (15) were adequate for teaching and learning: these include; staff offices, workshop/equipment and water facilities while twelve of these facilities were 89 not adequate to teaching and learning. These include: students' classrooms, science laboratory, computer facilities, recreation/sports faculties, site for expansion, library, school vehicles, hostels facilities, guidance and counseling, lighting/generating set, laboratory equipment and technical aids.

In another study by Archibong and Okey (2006) on students' assessment of lecture delivery quality in university of Calabar and Uyo, a descriptive survey research design was adopted. A total sample size of 1,000 students was used in the study. The result of the study revealed that 45.2% of the participants indicated that adequate number of lecturers were regular to class; 34.4% assessed a highly adequate number of lecturers punctual to class, while 13.5% and 6.9% of the students affirmed a fairly adequate and inadequate number of lecturers regular to class respectively. This finding implies that a greater number of lecturers were regular and punctual to class for their teaching engagement, while a lesser percentage of them were not.

In a study carried out by Akudo (2006) on efficient staff development and utilization for quality assurance in higher institution in Anambra state, a sample of 105 female and 210 male lecturers from five federal and state tertiary institutions in the state were selected through proportionate stratified random sampling technique. Findings on staff development indicated that lecturers should be given the opportunity to attend conferences, seminars, and workshops in order to grow professionally.

Onuh and Ofojebe (2007) carried out a study on the role of ICT in enhancing quality teacher education in` Nigeria. Using descriptive research design on a sample of 600, comprising of teacher education students, their finding was that, those teacher education students did not have adequate knowledge of ICT programmes available to improve learning `processes. This implied that they equally have limited knowledge about ICT usage. `

On the same topic, Uche (2006) researched on level of internet usage among staff and students of the University of Port Harcourt. The population of the study comprised of administrative staff, lecturers, graduate students and final year undergraduate students. A sample

of senior administrative staff (30%), lecturers (30%) and students (10%) of the university were randomly selected. The result of data analysis revealed that on a general note, the regularity of internet usage for various purposes was low for all categories of participants. On the second dimension to the level of internet usage which involves determining the usage frequency, administrative staff had highest surfing frequency of 2 hours (weighted mean score = 3.26), followed by the students, while lecturers had the least surfing frequency.

In another study on evaluation of the impact of ICT diffusion in Nigeria's tertiary education by Achimugu, Oluwagbemi and Adeniran (2010) the following findings were made: ICT provided access to remote learning resources; ICT had broken the barrier of distance in knowledge acquisition, ICT had altered the functions of libraries and changed the role of librarians. There was an increasing prominence for ICT inclined institutions, and ICT diffusion had led to the efficiency of institutions of distant learning. The study corroborates the findings of Olisaemeka (2011) on computer technology usage and teaching efficiency in tertiary educational institutions in Lagos State. The rate of computer usage by Nigerian lecturers was low. According to the findings, thirty-seven ``per cent of the lecturers had low usage and 87% either use computer sometimes or at a low pace. Only 13% had high or very high usage of computer. A few lecturers (23%) operate computers by themselves, while most (about 77%) depend on technical assistants.

A study titled "Technology in education, are lecturers ready", which is a case study on e-distance learning at university of technology Mara, Malaysia found that the lecturers' knowledge in using technology was relatively low and rate of usage also low (Hapiza and Zawiyah, 2009). A similar study in Cape Peninsulas University of Technology, Cape Town, South Africa reiterated on the low literacy level and low rate of usage by lecturers (Carina America Department of Management, 2006). In addition, a study on using ICT for secondary education development in Lagos State revealed that computer usage by the teachers was very low and cannot ensure sustainable educational development (Onyene, Oshionebo & Olisaemeka, 2009).

In a survey on the trends in quality assurance in Nigerian universities since 1960, eleven (11) former vice chancellors, nine (9) emeritus professors and eighteen (18) serving professors who had offered service for upwards of 20 years were asked to rate the quality assurance process of the Nigerian university system over ten year intervals from 1948 to 2010. The clusters of interest were student admission process, external examiner system, accreditation process among others. The external examiner system was reported to be strong and respectable from 1960 -1990. From

1990 to date, a significant drop in quality rating was recorded to a low of 63%, 48% and 40% for 1990, 2000 and 2010 respectively. The survey samples adjudged the visitation process in Nigerian university system from when data was available (1980) to be of good quality (mean of 75%). The accreditation process was rated high (73% by 2010). The process of admitting students was also adjudged, on the average, to be above 80% in quality between 1948 and 1960, 54% between 1970 to 2000 and 66% for 2010.

2.10 Employer's rating and Public University Graduates Quality in Nigeria

The development of human resource depends majorly on education. Building a strong knowledge economy and societal development in all countries of the world is dependent on sound education, particularly at the university level (World Bank, 1999).

It is staff, facilities and materials that constitute essential resources that make things work out fine in the university; this in turn serve as determinants of the success or failure of establishment, community and basic units of the country. Dauda (2009) asserts that the university, as a reservoir of knowledge, is an important factor in the revamping, growth and sustenance of the economy of a country via garnering human gifts and talents to attain set objectives, industrial growth and development. Many employers observe that the quality of university graduates has declined during the 1990s.

The society is re-examining the relative value of a university graduate, so there is skepticism because a university graduate is no longer assured a job in the desired field. There is also evidence that the importance of university education has been reduced in the scale of state and national priorities as policy makers question expenditures for this purpose. Yet, the public still regards university education as a major instrument for improving quality of life and for preserving the essential features of the kind of society it wants to have and feels it deserves. University education, in turn, is being asked to move more diligently and sensitively toward a solution to the nation's challenges and better serve the interests of society more effectively.

Most efforts of the Nigeria government to solve the problem have rather focused on vocational skills than professional skills needed in all these industries as shown in Table 2.2 below.

Table 2.2   **Government Innovation Programmes**

NO	PROGRAMMES	ACRONYMS
1	Structural adjustment	SAP
2	National Development	NDP
3	National Economic Empowerment and Development Strategy	NEEDS
4	Industrial Training Fund	ITF
5	Improved life for Rural Women	ILP
6	Family Economic advancement	FEAP
7	Family support	FSP
8	National Poverty Eradication	NAPEP
9	Small and Medium Enterprises Development Agency of Nigeria	SMEDAN

Source: Oni (2006)

Unfortunately, these innovations could not solve the problem at hand, it has only led to wage rate differential which is not commensurate with productivity, curricular that has no link to employees and industry, lack of in-depth knowledge of ICT, poor funding of universities, inadequate/ obsolete facilities, admission overloaded in the universities and incessant strikes. As a result, Nigerian graduates were challenged with lack, joblessness, urbanization, inability to display generic skills and potentials expected from them. All these eventually increase organisational cost, reduces their profitability and cheapness (Dabalen, Oni and Adekola, 2001). These show that companies were just adopting employment protection strategies in their recruitment.

Scholars (Oliver, 2015; Pitan, 2015; Newton, 2015; Lees, 2002), agreed in their findings that patterns of work are rapidly changing with new sectors emerging, and with technology, globalisation and demographic changes which significantly is reforming the workforce. It means that it is no longer enough for graduates to have a good degree but they should also possess the skills and attributes required to compete and collaborate in a dynamic knowledge economy and world of work. Secondly, the existing university curriculum is not producing graduates with the kind of professional and lifelong learning skills that they need in order to be successful in the competitive and congested changing world of work.

Rufai *et al.* (2015) also found that university education institutions' mode of training has little or no relevance to the social and economic needs of their countries, which consequently leads to the production of unemployable graduates. In Nigeria, indications from past studies show that the high rate of unemployment experienced by university graduates is not only as a result of the unavailability of jobs, but also because of a dearth of candidates with employable skills that employers are looking for.

Emeh *et al.* (2012), Pitan (2015), gave evidence in support of other scholars that out of over 40 million unemployed youths in Nigeria, 23 million are unemployable possibly due to their lack of necessary skills for employment. Also, a Central Bank of Nigeria official, Mahmood (2014), claimed that about seventy percent of the 80 million youths in Nigeria are either unemployed or underemployed.

According to Akanmu (2011), many graduates who find work are not gainfully employed, and for those who found fulfilling employment in spite of everything, their employers raised serious concerns about their skills and fit for the job. Similarly, Pitan and Adedeji (2012) revealed

an overall skills mismatch of 60.6 percent among employed university graduates, with critical deficiencies in communication, information technology, decision-making, critical thinking, interpersonal relationship, entrepreneurial, technical and numeracy skills. The results of this study were consistent with those of other similar studies, such as those by Dabalen et al. (2001).

National Universities Commission (NUC) (2004) and Phillips Consulting (2014), revealed the extent of mismatch of the university graduates in Nigeria compared with their workplace. The notion of employability is a great challenge to the traditional concept of university education, and raises questions about the relevance of schooling at this level. Usually, it is the expectation of university graduates to get good and high-income jobs after graduation.

Scholars such as Subedi (2003), Bridgstock (2009), and Forrier et al. (2015) developed models of employability in the context of their own curriculum and environment, In Nigeria, the available studies (such as Anho 2011; Ajiboye *et al.* 2013; Sodipo 2014; Adebakin *et al.* 2015) on employability are few, and such studies mostly list different generic skills and attributes that employers demand from graduates, and provide recommendations.

2.11   Appraisal of Literature

The literature as reviewed above revealed that:

Funding is very important in any organization for effective operation. It was revealed that provision of resources and other instructional material has a consistently positive effect on student achievement in developing countries. Abdul kareem, Fasasi and Akinnubi 2011, Olayiwola 2012 and Akinyemi, 2013, all believed that low budgetary allocation to university education have led to inadequate provision of learning resources. Akinkugbe, 1983, Tamuno, 1995, Babalola, 2001 and Ade-Ajayi, 2003, also agreed that universities are underfunded. Bamiro and Adedeji, 2010 observed that shortfall in budgetary allocation have limited the universities' ability to perform their traditional roles that led to decline in the quality of graduates from these universities. The quality of university graduate being the main output of the university system is the human capital and knowledge and the driving force of development in any nation (Romer, 2006; Lucas, 2008). Hence, budgetary allocation to the university determines the level of nations' development. According to Salisu and Olusanya (2007), the link between available resources, the programme curriculum and minimum academic standard is a strong determinant of quality of university

graduates. Therefore, to maintain quality assurance in the university, this link should be adequately maintained.

There is quality crisis in the university because there are high dropout rates at the early stages of university education due to lack of fund, there is increasing rates of graduate unemployment and general perception of lowering academic standards. This is why Rufai,(2011), advised that the decline in quality and dedication of instructors was due to lack of motivation from the government,

From the reviews, there appears to be needs for quality assessment in the university to improve the state of the system and improve the quality of the graduates. In light of this development, the literature indicates that UNESCO's International Institute for educational Planning launched an international research project focusing on effective internal quality assurance (IQA) which provides solutions for higher education systems around the world. Thus the role of the NUC together with IQA in maintaining quality assurance was imperative.

The resource factors to regulate by quality assurance include resources Accountability, Utilization, Monitoring, Reporting and control. Furthermore, the university funding has been low and inadequate compared to growing rate, which had thus affected the resource available in the universities and consequently the delivery of its services and products.

Literature also revealed that there is a serious mismatch between university training and the needs of the labour market. The large numbers of unemployable graduates and the low productivity of those who find work reflect a poor social return on the investment. Absence of funds had enormously hampered the successful implementation of their academic plans like teaching and research programs.

Finally, the discourse between Budgetary allocation, Resource Factors and quality of graduates in the reviewed literature indicates that there is a general direct relationship between provision of sufficient funds, adequate learning materials, inputs and the quality of university graduates. Since many scholars have written on funding and resources. They talked about the influence of funding and fund utilization, resource landscape variables and quality of university graduates and assessment of skills disparity among employed graduates in Nigeria labour market with less emphasis on resource accountability, resource monitoring, resource utilization, resource reporting and control in the public university have on the quality of graduates.

This study therefore, examined the influence of Budgetary allocation, Resource Factors Accountability, Utilization, Monitoring, Reporting and control on the Quality of graduates in public universities in Nigeria.

2.12 Theoretical Framework for the Study

This subsection provides a brief explanation on the theory upon which this study is built. Theory according to Nwankwo (1982) is a systematic and deductive way of reasoning and thinking about reality in order to describe and understand such reality. Theory is taxonomy i.e it provides the researcher with a conceptual framework for the collection and ordering of data, information and observation explanatory. It suggests the classes of events and the antecedent, consequent and other dynamic relationships among events. It points to a problem calling for solution and lead to suggestions that can motivate and guide research in the field (Nwankwo and Emunemu, 2015). The theory used in the study was the General System Theory (GST) of a biologist called Ludwig Von Bertalanffy. This theory was developed in 1936. Ludwig von Bertalanffy felt the need for a theory to guide research in several disciplines because he saw striking parallels among them. His hunch was that if multiple disciplines focused their research and theory development efforts, they would be able to identify laws and principles which would apply to many systems. This would allow scholars and scientists to make sense of system characteristics such as wholeness, differentiation, order, equifinality, progression and others. With a common framework, scientists could better communicate their findings with each other and build upon each other's work. He believed that over time, what was discovered would come to be applicable to life in general.

A system is the collection of interrelated parts which form a whole. It is a series of interrelated and interdependent parts, such that the interaction of the parts (sub-system affects the whole system). The system theory is applicable to almost everything (human body, society, solar system, communication, network, education and classroom). 'System theory' rest in the fact that every system has diverse component parts which carry out functions that differ from one another. Each part relates with and is mutually dependent on the other parts and the other systems (environment). It is therefore important to understand the interrelationship among parts.   The education system has different sub-systems such as primary, secondary and university education system among others. This shows that the largest system is the university and everything else is in it. Many sub-systems are also considered as system, such as university sub-system. Systems

are either closed or open. The work of Von Bertalanffy (1973) recognized the need of any organization to interact with its external environment. Unlike the classical school of thought Maxweber, F.Taylor and Fayol who viewed organization as a closed system. To Von Bertalanffy, for survival of an organization, it should operate open system because it makes an organization to function effectively without much friction. Von is credited with being the originator of system theory used in social work.

Closed system are those which are entirely self -supporting and do not interact with their environment. Open systems are those that interact with the environment on which they rely for obtaining essential inputs and for the discharge of their outputs. University systems are typical open systems with three major characteristics which are (i) they take in inputs from their environment;(ii) they convert these inputs into outputs through transformation process and (iii) they discharge their output into the environment. Through the input - output process approach, a system satisfies the needs of the environment in which it operates. The universities used in this research work operate as an open system. They receive their inputs and energy from the environment, process them and release them back to the environment for action. The quality of the product that emerges from the processing pattern of a university is a function of the nature and quality of resource inputs invested in the system.

The system theory is chosen for this study because it is deemed appropriate given the complex nature of the university. It would help to promote educational issues and how these affects the output of the university. The theory analyzes the complex nature and interactions within the university. It involves Input-Throughput or Process-Output. It brings in resources from its outside environment, prioritizes its goals and then mobilizes resources in directed action to achieve those goals. System theory demonstrates the function of goal attainment, orchestrate the system internal components and maintain its norms and values (Encyclopedia of Sociology online, 2009).The guiding principle in the operation of the university system is the rationality in the attainment of the university goals (Okunamiri, 2002). The supervisory agency like the National Universities Commission, The University Governing Council and the top management of the system will define both the short and the long-term university goals; the needs are assessed and the future is projected. On these basis, programmes and policies are drawn up and the resistance strategies for executing the plans and polices are stipulated.

The system theory used in this study is specifically based on the input- output model of the general system approach to management (Fig. 2.12). The fundamental concern is to increase the efficiency of the worker through efficient job design and appropriate training. The input- output model of the general system approach to management views the university as a social system composed of inter-related parts acting together as a unitary whole which enable inputs to be converted into outputs. Hence, it is said to achieve synergy when the different subsystem achieves greater productivity by cooperating and interacting together rather than acting in isolation.

The input of students' intellectual capability and employability skills is measured in terms of human, financial, material and physical resources, which are determined by the level of budgetary allocation and resource factors (accountability, utilization, monitoring and reporting and control) and employability rating. While the academic plan implementation is a process of executing teaching, research, administration and other university activities. The outputs include quality graduates, with academic achievement, mechanical and intellectual skills, habits, values and character training, certificate and diplomas, impact on the society and so on. In the course of the university academic plan implementation, there is the need for adequate provision, proper accountability, efficient utilization, good monitoring and reporting and control of the limited and scarce resources (human, financial and material).

Figure: 2.12

INPUT-OUTPUT Model

Re-energizing the system

| Inputs | | **Transformation** | | Outputs |

External environment
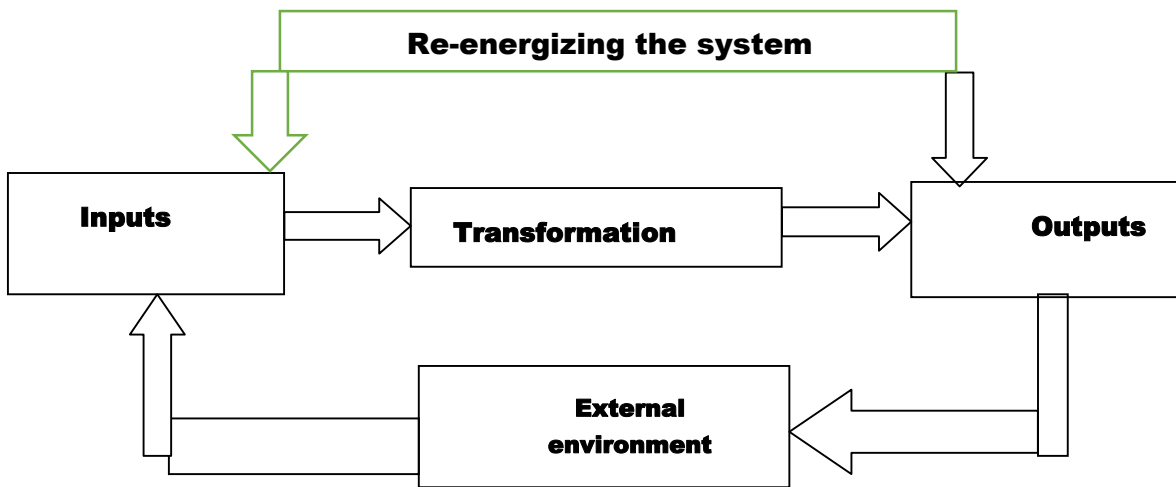
Source: Adopted from (Weihrich, 2008)

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The Input – Output Model above indicates how the various inputs (resources) are accountable, monitor, utilize, reporting and control through the efficiency of the management. The basic components of the model are highlighted below.

i) Inputs -
The structures of inputs from the outer surroundings are in three parts (i) resources- money and supplies (ii) personnel – teachers, administrative staff and pupils as well as technical knowledge of skills, and (iii) expectation or demand concerning how the school will be run, what it will achieve and various claimants like people expecting quality from the universities such as employees, federal, state and local governments and the nation as a whole.

ii) Transformation process –
This is the conversion stage when inputs are accountable, monitor, utilize and reporting and control through effective management inform of teaching, learning, administration, planning, organized and control mechanisms, all in an attempt at converting the human skills and materials into quality products and services. Thus inputs undergo the transformation process effectively and efficiently into outputs.

iii) External variable –
 The external surroundings greatly affects the transformation of inputs into outputs. Even though organizations have little or no ability to alter the external environment, yet they must receive from their environment sufficient input of resources, get them processed and also export the transformed resources to the environment in sufficient quality.

iv) Outputs –
The various processing activities make the system capable of yielding certain outputs which can satisfy the system's aspirations and expectations. The output consist of all the changes which the university has produced i,e, all learning skills, knowledge and attitudes observable from the products.

v) Reenergizing the system –

In the systems model of management process, some of the outputs become inputs again. This is because the satisfaction and new knowledge or skills of employees become important human inputs. Based on this, the pattern of operation of a University reflects that of an open system. Universities receive inputs in the form of students, physical, material and human resources for production and in turn release their products into the environment and also take back their best products as input. Thus, the quality of the product that will emerge from the processing pattern of a university is a function of the nature and quality of resource inputs invested in the system.

Another applicable theory is the Dynamic Approach to School Improvement (DASI). Theory was developed by Creemers and Kyriakides (2016). It is a multi-level model that refers to factors operating at four levels: Students level, Classroom/teacher level, School level and System level. The theory places emphases on what is happening at the classroom i.e roles of the teacher and students (two main actors). Since learning takes place at the classroom level, factors situated at the school and system level are expected to influence the teaching practice. Specifically, the school level factor influences the teaching –learning situation by developing and evaluating the school policy on teaching and the policy on creating the school learning environment (SLE). The system level refers to the influence of the educational system in a more formal way, especially by developing and evaluating the educational policy at the national level. The teaching and learning situation is also influenced by under educational context in which students, teachers and schools operate. Values of the society in relation to learning and the importance attached to education play an important role both in shaping teacher and students' expectations and the development of the perception of various stakeholders about effective teaching practice.

The dynamic model (Fig. 2.13) is based on the assumption that each factor can be defined and measured using five dimensions: Frequency, Focus, Stage, Quality and Differentiation.

Fig. 2.13: The dynamic model of education al effectiveness (Creemers and Kyriakides, 2016)

National/regional policy
for education
Evaluation of policy
The educational environment

School policy
Evaluation of school policy

Quality of teaching

- Orientation
- Structuring
- Modelling
- Application
- Questioning
- Assessment
- Management of time
- Classroom as a learning environment

Outcomes
- Cognitive
- Affective
- Psychomotor
- New learning

Aptitude	SES	
Perseverance	Gender	Expectations
Time on task	Ethnicity	Thinking style
Opportunity to learn	Personality traits	Subject motivation

Fig. 2.14

CONCEPTUAL FRAME WORK

ENVIRONMENT (Political, Economic, Social, Technological, Legal, Ecological)

BUDGETARY ALLOCATION BY SOURCES
1. Grants
   a. Capital
   b. Recurrent
   c. TETFund

2. Non-Grants
   a.   Donations
   - Internal
   - External
   - Endowments
   b. Income-Generating Activities
   - Contract research
   - Consultancies
   - Royalties
   - Production works
   - Rentals
   - Sales

INPUT(RESOURCE):
1. **Capital Inputs**
   - **Buildings**
   - **Equipment**
   - **Furniture**
   - **Maintenance**
2. **Recurrent Inputs**
   - **Teaching staff**
     - **Number**
     - **Percentage Senior**
   - **Non-teaching Staff**
     - **Number**
     - **Percentage Senior**
   - **Consumables**
   - **Students Aids**
   - **Others**

EFFECTIVE PROCESS (Intervening)
- Utilization
- Monitoring
- Accountability
- Transparency

FEEDBACK Employers' opinion (satisfaction with skills, work readiness, etc)
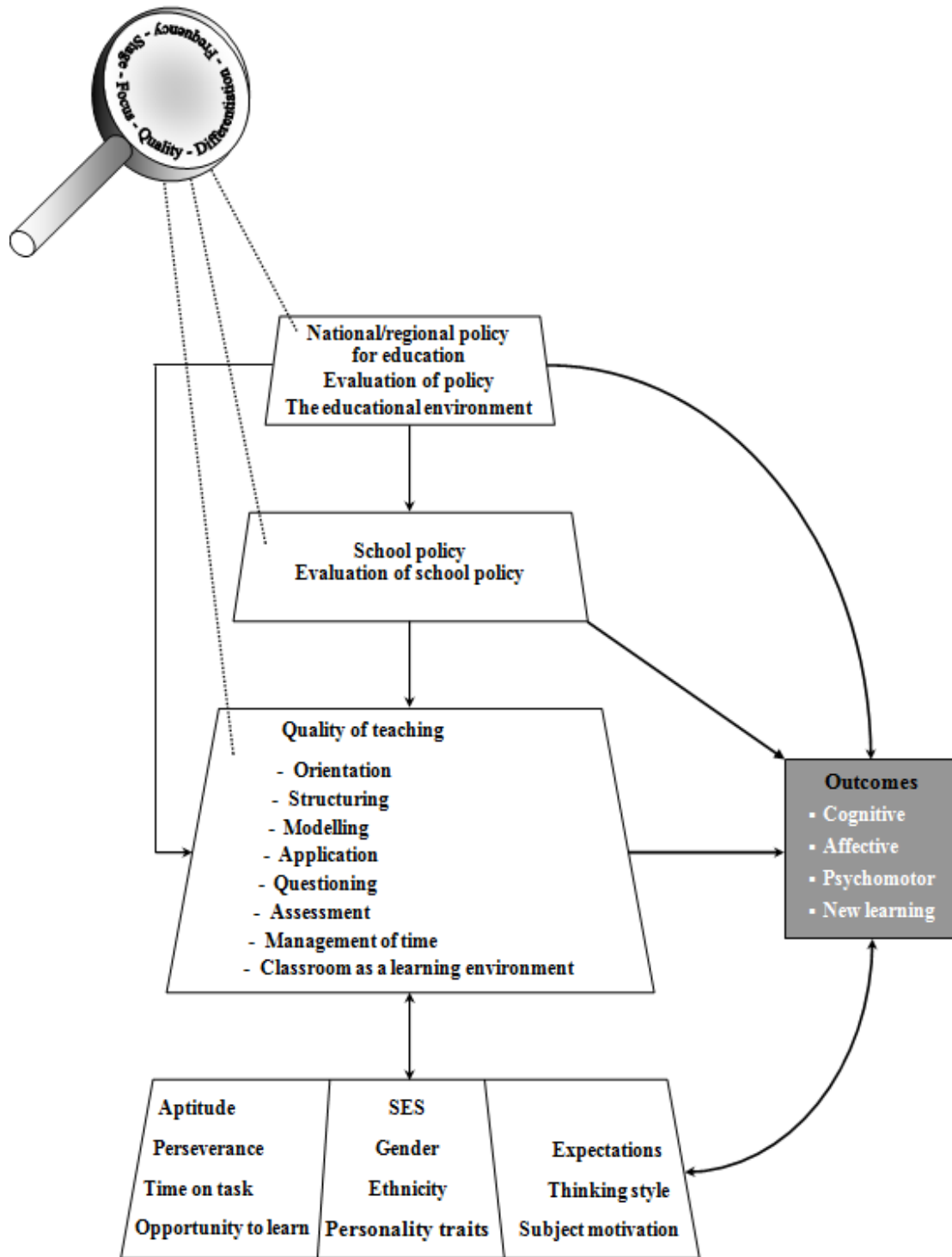
QUALITY OF GRADUATES

FEEDBACK Employers' opinion (dissatisfaction in skills, work

Figure 2.14: An open system showing the link between budgetary allocation, resource factors and quality of university graduates.

Conceptual framework describes the relationship between the independent variables and the dependent variables. The framework (Fig. 2.14) describes the effect of Budgetary Allocation and Resource factors on Quality of university Graduate. The Figure gives a conceptual model showing an educational system with input-throughput -output dimensions within an environment which finally lead to quality graduate. The inputs comprises funding by the stakeholders- Government, TETFund , Donor agencies, interventions, internally generated revenue and faculty innovative activities making provision for the inputs like adequate human resources, adequate educational materials and knowledge facilities. These have to be properly utilized and monitored to produce quality graduates that have confidence and self-worth in the workplace. The funding is the budgetary allocations (capital and recurrent allocation) by the Nigerian government into various public universities and all other income generating activities by individual public universities.

The human components include disciplined (students, adequate academic and non-teaching staff), materials and management while the process dimension includes effective teaching/ method to impart (knowledge of mechanical and intellectual skills, habits, values and character training, sufficient time for teaching and learning, in-service training for staff especially on entrepreneurship skills, adequate student-teacher ratio, zeal for teaching, learning, and innovation, deeper linkage with industry and the productive sector, proper planning, organizing and evaluation) through utilization, monitoring reporting and controlling as well as accountability on the part of the management, of all the departments, to produce quality graduates. Conducive environment for educational activities, relevance of curriculum content/ choice, appropriate class size, institutional strategy, well equipped library, building, technology incubator, textbooks and journals, scientific equipment. Research, providing hope and educational opportunity, scholarships and prizes, conferences subsidizing, study in fields important to a country's economic development. Quality assurance and performance monitoring, management innovation, well developed MIS, institutional communication with internal and external audiences, management training workshops, policy analysis, expenditure effectiveness, highly participatory system of senate and academic committees.

Money is an absolute crucial input of any educational system. It provides the essential purchasing power with which education acquires its human and material inputs. With insufficient fund, poor accountability, monitoring, utilization and reporting and control education can be

helpless. With limited supply, its problems become more complicated with poor management (accountability, monitoring, utilization and reporting and control).

Resource Factors (accountability, monitoring, utilization and reporting and control) are regarded as alternative to the problem of limited and scarce resources (human, material and finance) in the university system. Since budgetary allocation in form of funds is regarded as the basic input to university system as a social organization to maintain staff, to construct physical facilities, to procure materials and educational resources for the attainment of the goal such as production of skilled manpower that will contribute to national growth and development. The planning principle states that appropriate accountability, utilization, monitoring and reporting and controlling of these scarce resources will engender the academic performance of students in the institutions and ultimately enhance service delivery (Fig.2.13). Thus all the streams of income to public universities in Nigeria like budgetary allocation, Fees, Endowments Grants, TETFund , Donations, Investment income , internally generated revenue(IGR), faculty innovative, e.t.c will be employed to engage human and other inputs for productive public universities' education process. The appropriate or inappropriate accountability, utilization, monitoring, reporting, and controlling of these scarce and relevant resources will determine the public universities goal attainment of quality graduates.

Finally, the university manifests the basic characteristics of an open system and operates in a pattern that depicts what is illustrated in figure 2.14 above. Therefore, the quality of the product that will come from the processing pattern of a university is a function of the nature and quality of resource factors (Accountability, Monitoring, Utilization and Reporting and Controlling (AMURC) i.e. QGPU=F(AMURC).

CHAPTER THREE

METHODOLOGY

This study was carried out in relation to Research Design, study Population, Sample size and Sampling Techniques, Research Instrument, Validation of the Instruments, Reliability of Instruments, Procedure for Data Collection, and Data Analysis tools.

3.1   Research Design

The research designs used for this study is the descriptive survey design of correlational type. The descriptive survey gives information about the level of relationship between the studied variables and gives the researcher the opportunity to decipher the possibility of occurrence of relationship or associations between the variables, and the direction and magnitude of the relationship. It is also suitable for: testing specific hypotheses, measuring variables, analysing large sample that aims to be representative, and for analysing quantitative data. Its outcome is definite and precise. Thus, all the variables have already occurred and the researcher would not manipulate the environment.

3.2   Study Population

The population for the study comprised all staff and students of the selected institutions in Oyo and Lagos states Nigeria and employers of university graduates both in the ministries and business enterprises in Oyo and Lagos states Nigeria. As at 2009, in the selected institutions, there were two thousand, one hundred and sixty-one thousand (2,161) lecturers, one hundred and sixty-seven (167) departmental heads, thirty nine thousand, seven hundred and eight seven (39,787) students, four (4) directors of academic planning officers, four (4) bursars of the public universities in Oyo and Lagos, fifteen thousand, eight hundred (15,800) staff of the ministries in both Oyo and Lagos states and forty five thousand (45,000) staff of business enterprises located in Oyo and Lagos states Nigeria as illustrated in Appendix 6.2,

3.3   Sample and Sampling Technique

Multi-Stage sampling procedure was adopted for the participants of the study. Firstly, universities were stratified based on ownership (federal and state) university from which one university was selected randomly from the stratum. Thirty-three Heads of Department and 47 lecturers were randomly selected from all faculties in the universities. Twenty employers of labour from (Ministries of-: Education, Science and Technology, Agriculture, Rural Development, Finance, Environmental, Health, Justice, Information and Works), and Companies - :(Tetra park, Fri-goglass, Nicapaco, Zinox, Unilever, Procter and Gamble, MTN, Airtel and First Bank). One thousand higher degree graduates (50 per company) were purposively sampled, while one director of academic planning and one bursar from each of the sampled universities were enumerated and 472 postgraduate students were randomly selected from the sampled universities, in all, the total number of respondents was 1576.

3.4   Research Instrument

The study employed three separate sets of instruments for the purpose of collecting quantitative and qualitative data on a research problem. This is a triangulation technique. The advantage is to ensure that the research not only captures relevant facts and figures that can aid robust research findings but also reduces the level of data bias or error. The research instruments that were used were checklist with an appendix that Capital Allocation (Budget and Actual), Recurrent Allocation (Budget and Actual) from the bursar and Resources(human/materials) from the academic planning officer tagged (BARUGQ) Budgetary Allocation, Resource Factors and University Graduates Quality for bursar and academic planning officer of the universities. Resource, Factors, Utilization, Monitoring, Reporting and Accountability Questionnaire (RFUMRAQ) was administered to 1472 students, 47 lecturers and 33 heads of department while the questionnaire for Work Place University Graduate Quality (WUGQ) for employers of labour was administered to 20 employers of labour. These were complemented with eleven sessions of Focus Group Discussion (FGD) and Key Informant Interview (KII) with the directors of ministries and companies. The Likert Four Points rating scale method was used in developing the Resource, Factors, Utilization, Monitoring, Reporting and Accountability Questionnaire (RFUMRAQ) for respondents to indicate the opinion of the students and lecturers to each statement as follows VHE=Very high extent; HE=High extent, LE=Low extent and VLE=Very low extent. Also, it was

used for the employer's opinion to each statement as follows: 1= Very low quality, 2= Low quality, 3 =High quality and 4= Very high quality. There are two sections in the instrument. Part "A" contained demographic characteristics of the respondents, while Part "B" consisted of the Budgetary Allocation, Resource Factors and quality of university graduates in Oyo and Lagos States. There was also an in-depth interview on allocation and utilization of funds. Tracer study was used for employer's rating.

Samples of the instruments are as illustrated in appendix (3.1, 3.2, 3.3 and 3.4). The instruments used were complemented with eleven sessions of In-depth Interview (IDI) and Key Informant Interview (KII) see page 190. This is with a view to ensuring that some pieces of information that might not be captured by the four scales were captured through mutual interaction of the researcher (and her assistants) with the respondents. In each state, IDI and KII were conducted with the directors in the Ministries and in the Companies. These were held with at least one director from each of the Ministries and the Companies in the two States. The IDI/ KII sessions were conducted with the aid of discussion guide and tape recorder to store up responses apart from note taking.

Some of the university graduates working with the companies were also interviewed. Some of them graduated from Biochemistry department, Communication and Language Arts department, Teacher Education department and Veterinary medicine department.

3.5   Validity of Instrument

Validity of instrument explains the extent at which an instrument measures what it is supposed to measure accurately. To ensure the face and content validity of the instruments, the items on Budgetary Allocation (BA) Secondary Data template was generated based on Capital and Recurrent Allocation tagged (BARUGQ) and Key Informant Interview Discussion Guide (KIIDG), Resource, Factors, Utilization, Monitoring, Reporting and Accountability Questionnaire tagged (RFUMRAQ) and Work Place University Graduate Quality tagged (WUGQ). The instruments were given to the researcher's supervisor and other professionals in the field of the Faculty of Education and the Institute of Education in the University of Ibadan. The instruments were endorsed by the candidate's supervisor and the researcher did the correction, after which fresh and clean copies of the approved instruments were given for more professional advice by the lecturers from the Department of Educational Management and Department of Economics of

University of Ibadan, in order to determine its face and content validity. After the vetting, the researcher incorporated the comments and administered the instruments.

3.6   Research Instrument Reliability Test

The consistency of the instruments was established through a Pilot (trial) test on similar subjects in another institution outside the target population i.e. Obafemi Awolowo University, Ile - Ife. The instruments were pretested on twenty (20) respondents for each instrument at an interval of two weeks and this yielded a reliability co-efficient of 0.87 for questionnaire, the check list yielded 0.90 and employers' rating yielded 0.72 which was deemed fit for the study.

3.7   Administration of the Instrument

Taking due cognizance of the research protocol, a letter of identification from the Head of Department was given to the researcher in order to gain access to the study areas. This was with reference to the school authorities where questionnaire was administered while in the study field. Education Management teachers of the sampled universities were used as research assistants and facilitated the distribution and retrieval of the questionnaire. One of the sampled universities was not responding after much effort due to strike action, so it had to be changed to another state university before instruments could be administered. Student union leaders and lecturers of the selected departments also helped in the administration of the instruments.

3.8   Procedure for Data Analysis

Data collected were subjected to descriptive and inferential statistics. Mean, frequency counts, simple percentages and standard deviation were used for research questions and demographic data, while Pearson product moment correlation (PPMC) was used to test for hypotheses 1-4 and multiple regression analysis for hypothesis 5 at $p < 0.05$ level of significance.

CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

The analyses and interpretation of the quantitative and qualitative data collected from employability skills and intellectual capability questionnaire, difference between budget and actual allocation data and situations of resource accountability, resource monitoring, resource utilization and resource reporting and control are presented in this chapter.

4.1   Demographic Characteristics of the Respondents

The analyses of demographic variables are presented according to the instruments used for the study. The instruments used were checklist and questionnaires that captioned Budgetary Allocation (capital and recurrent), Resource Factors (utilization, monitoring, reporting and accountability), University Graduates Quality showing graduate performance and employability skills questionnaire. The demographic variables analyzed include universities, faculties, departments, category of respondents, educational qualification, years of experience and gender.

Table 4.1.0:   Distribution of Respondents by University

N=1576

Name of University	Frequency	Percent	Valid Percent	Valid Cumulative Percent
Lagos State University	569	36.1	36.1	36.1
University of Ibadan	1007	63.9	63.9	100
Total	1576	100		
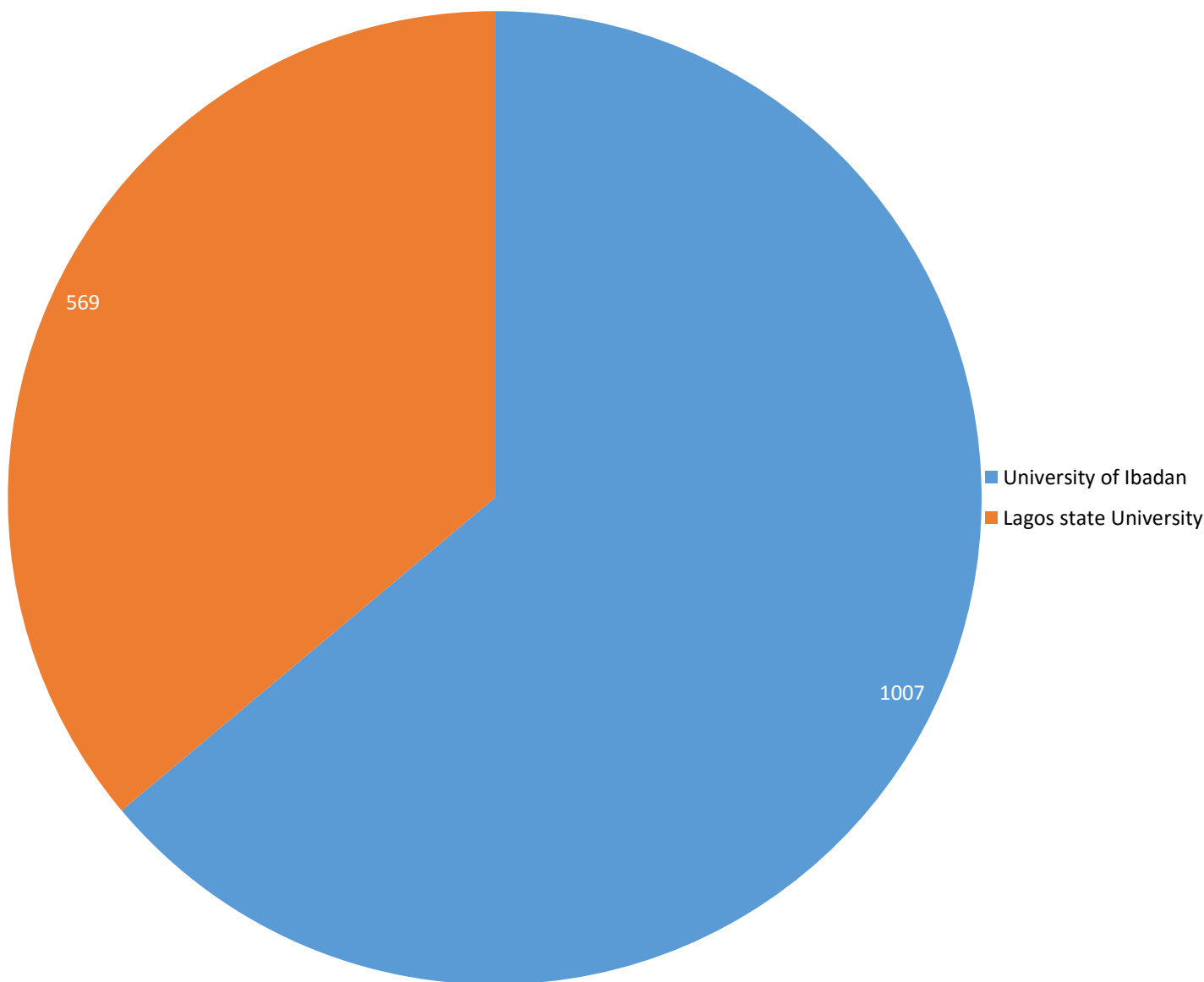
Fig, 4.1.0: Pie Chart of the distribution of respondents by University.

Fig. 4.1.0 shows the university composition of a total of 1576 of sample respondents; Out of 1576 respondents, (1007) 63.9% were from university of Ibadan while 569 respondents (36.1%) were from Lagos State University. This means that a larger proportion of the sampled respondents for this work were from University of Ibadan.

Table 4.1.1   Distribution of Respondents by Faculty

N=1576

Faculty of Respondent	Frequency	Percent	Valid Percent	Valid Cumulative Percent
Agric and Forestry	16	1.0	1.0	1.0
Arts	174	11.0	11.0	12.1
Basic and Applied Science	182	11.5	11.5	23.6
Basic Medical Science	84	5.3	5.3	28.9
Chemical Sciences	15	1.0	1.0	29.9
Clinical Sciences	16	1.0	1.0	30.9
Education	313	19.9	19.9	50.8
Health Sciences	31	2.0	2.0	52.7
Law	38	2.4	2.4	55.1
Pharmacy	10	0.6	0.6	55.8
Pure and Applied Science	307	19.5	19.5	75.3
Science	136	8.8	8.8	84.0
Social Science	252	16.0	16.0	100
Total	1576	100	100	
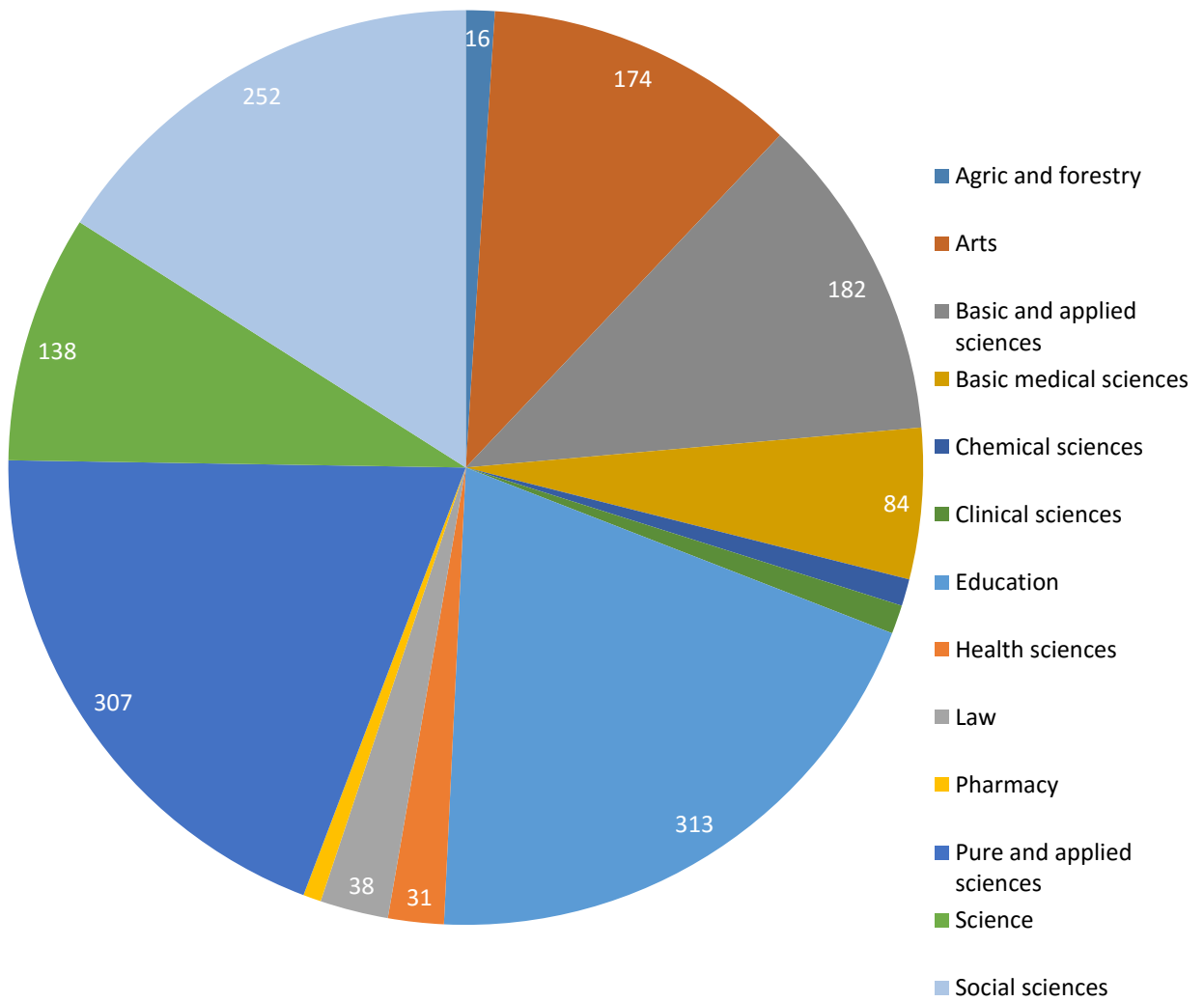
Figure 4.1.1: Pie chart showing the Distribution of Respondents by Faculty

Legend:
- Agric and forestry
- Arts
- Basic and applied sciences
- Basic medical sciences
- Chemical sciences
- Clinical sciences
- Education
- Health sciences
- Law
- Pharmacy
- Pure and applied sciences
- Science
- Social sciences

Values shown: 16, 174, 182, 84, 313, 31, 38, 307, 138, 252

The results in Table 4.1.1 show the distribution of the respondents by faculty, the table revealed that 313 (19.9%) of the total respondents were higher degree students from Education, while 38 (2.4%) of the respondents were higher degree students from Law, 10 (0.6%) of the respondents were higher degree students from Pharmacy and 138 (8.8%) respondents were higher degree students from Science. Other respondents were first degree holders working with ministries and companies who graduated from the faculties such as, 252 (16.0 %) respondents from social sciences, 307 (19.5%) respondents from pure and applied science, 16 (1.0%) respondents from Agric, 174 (11.0%) respondents from Arts, etc. The reason for this is that they graduated from these faculties and were able to talk more about the available learning materials in their Universities compared with their workplace.

Table 4.1.2:   Distribution of Respondents by Department

N=1576

Department of the respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Adult Education	14	0.9	0.9	0.9
Agric Economics	16	1.0	1.0	1.9
Anatomy	31	2.0	2.0	3.9
Anthropology	28	1.8	1.8	5.6
Biochemistry	129	7.6	7.6	13.2
Botany	1	0.1	0.1	13.3
Chemistry	75	4.8	4.8	18.0
Civil Engineering	25	1.6	1.6	19.6
Communication and Language Arts	23	1.5	1.5	21.1
Classics	23	1.5	1.5	22.5
Computer Science	70	4.4	4.4	27.0
Economics	50	3.2	3.2	30.1
Education/English	46	2.9	2.9	33.1
Educational Management	46	2.9	2.9	36.0
Elect/Elect Engineering	17	1.1	1.1	37.1
English	11	0.7	0.7	37.8
European Studies	31	2.0	2.0	39.7
Guidance and Counselling	26	1.6	1.6	41.4
Geography	67	4.3	4.3	45.6
Geology	64	4.1	4.1	49.7
History	34	2.2	2.2	51.8
Human Kinetics & Health Education	15	1.0	1.0	52.8
Industrial Chemistry	28	1.8	1.8	54.6
LARIS	21	1.3	1.3	55.9
Law	38	2.4	2.4	58.3
Mathematics	50	3.2	3.2	61.5
Mechanical Engineering	9	0.6	0.6	62.1
Microbiology	73	4.6	4.6	63.7
Nursing	16	1.0	1.0	67.7
Pharmacy	10	0.6	0.6	68.3
Physics	15	1.0	1.0	69.3
Physics with Electronics	13	0.8	0.8	70.1
Physiology	23	1.5	1.5	71.6
Plant Biology	74	4.7	4.7	76.3
Political Science	75	4.8	4.8	81.0
Psychology	31	2.0	2.0	83.0
Religious Studies	24	1.5	1.5	84.5
Social Work	25	1.6	1.6	86.1
Sociology	29	1.8	1.8	87.9
Special Education	10	0.6	0.6	88.6
Statistics	15	1.0	1.0	89.5
Teacher Education	110	7.0	7.0	96.5
Zoology	55	3.5	3.5	100.00
Total	1576	100	100	

Table: 4.1.2 shows the distribution of respondents by department. The result in the Table 4.1.3 shows that Out of 1576 respondents, 119 (7.6%) were from Biochemistry department while only 1 (0.1%) is from Botany, 46 (2.9%) respondents were from Educational Management, 50 (3.2%) respondents were from Mathematics, 75 (4.8%) respondents were from Political Science, 24 (1.5%) respondents were from religious studies, 16 (1.0%) respondents were from Nursing, 74 (4.7%) respondents were from Plant Biology and 67 (4.3%) respondents were from Geography. Other respondents were graduates from different departments working in various ministries and companies. The implication of this is that majority of the respondents used for this study were graduates from various departments of the sampled universities already working in companies and ministries.

Table 4.1.3: Distribution of Respondents by Category

N=1576

Category of Respondent	Frequency	Percent	Valid Percent	Valid Cumulative Percent
Student	1496	94.9	94.9	94.9
Lecturer	50	3.2	3.2	98.1
Administrator	30	1.9	1.9	100
Total	1576	100	100	
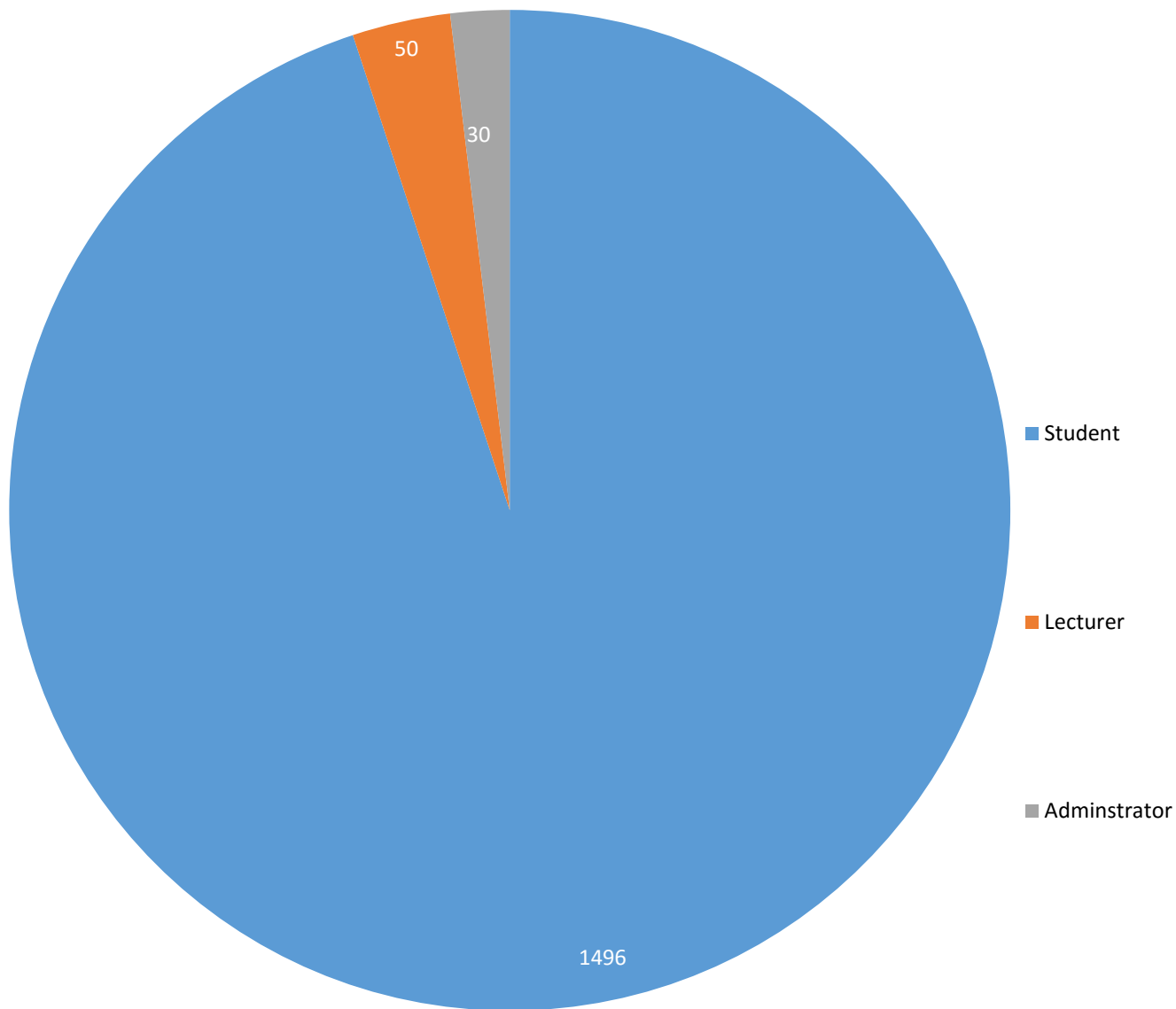
Fig. 4.1.3: Pie Chart of the Distribution of Respondents by Category

Legend:
- Student
- Lecturer
- Adminstrator

50
30
1496

As shown in Table 4.13, about 1496 (94.9%) of the total respondents were graduates and post graduate students. These include graduates already working with companies and ministries. Also about 50 (3.2%) of the respondents were Lecturers while 30 (1.9%) were Administrators. Hence, from the data, it can be said that the sampled respondents were qualified to comment on the Resource Factors of the sampled Universities.

Table 4.1.4: Distribution of Respondents by Qualification N=1576

Academic qualification of Respondent	Frequency	Percent	Valid Percent	Valid Cumulative Percent
First Degree	1496	94.9	94.9	94.9
Masters Degree	2	0.2	0.2	95.1
Ph.D	78	4.9	4.9	4.9
Total	1576	100	100	100
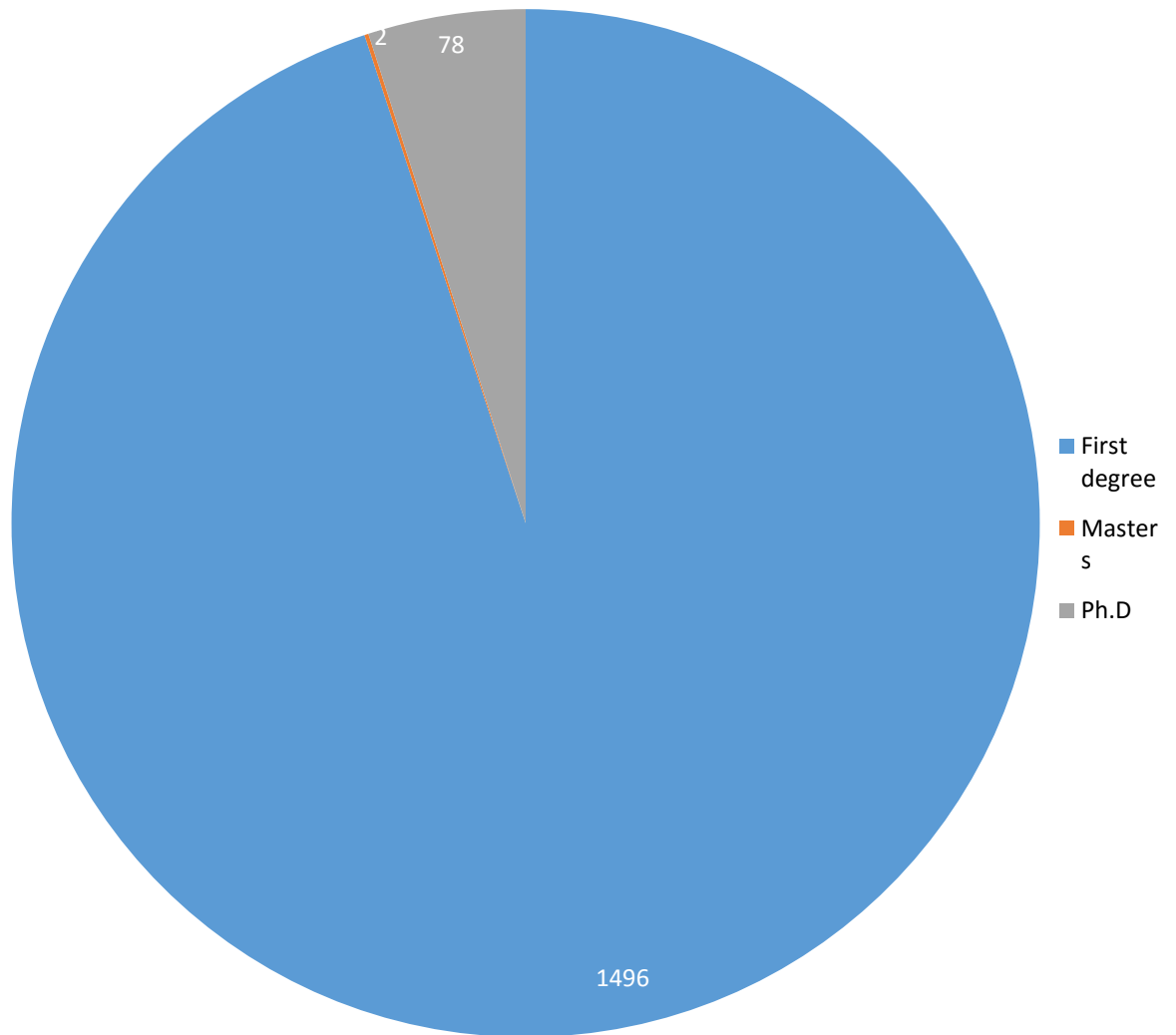
Fig. 4.1.4: Pie Chart showing Distribution of Respondents by Qualification

As shown in Table 4.1.4, about 1496 (94.9%) of the total respondents had first degree. These include graduates already working with companies and ministries. Also about 2 (0.2%) of the respondents among the higher degree students had Masters while 78 (4.9%) had Ph.D. these include the Lecturers, HODs, Academic Planning Officers etc. These results demonstrate that a greater percentage (about 94.9%) of the total respondents had first degree and are graduates of the sampled universities who are in one way or the other working with either the ministries or companies. Further, it can also be said that the sampled respondents were qualified to comment on the Resource Factors in their various universities.

Table 4.1.5: Distribution of Respondents by Experience

N=1576

Respondent's Years of Experience	Frequency	Percent	Valid Percent	Valid Cumulative Percent
0	1495	94.9	94.9	94.9
1-10 Years	38	2.4	2.4	97.3
11-20 Years	23	1.5	1.5	98.7
21 and above	20	1.3	1.3	100
Total	1576	100	100	
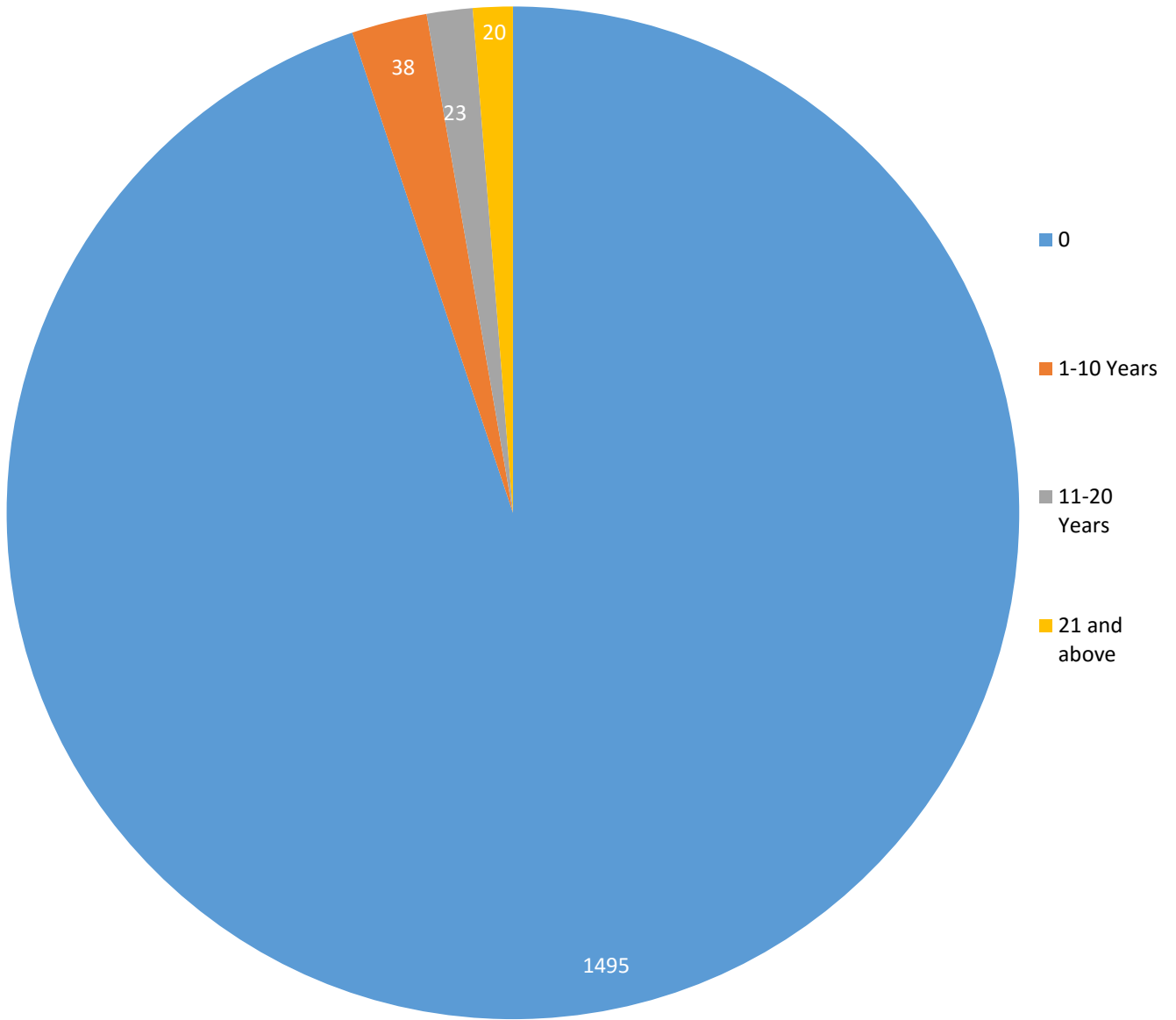
Fig. 4.1.5: Pie Chart showing the Distribution of Respondents by Experience

Legend:
- 0
- 1-10 Years
- 11-20 Years
- 21 and above

Values shown: 1495, 38, 23, 20

The results in Table 4.1.5 show the distribution of the respondents' working experience. The table shows that 1495 (94.9) of the respondents were almost with zero level of working experience. Majority of the graduates working with ministries and companies were newly employed graduates who were still undergoing the workplace training and corpers serving at their place of primary assignment. The table also revealed that 38 (2.4%) of the respondents fall within the range of 1-10 years of working experience, 23 (1.5%) of the respondents fall within 10-20 years of working experience, while 20 (1.3) of the respondents fall within 20 and above years of working experience.

Table 4.1.6   Distribution of Respondents by Gender

N=1576

Gender of Respondents	Frequency	Percent	Valid Percent	Valid Cumulative Percent
Male	883	56	56	56
Female	693	44	44	100
Total	1576	100	100	
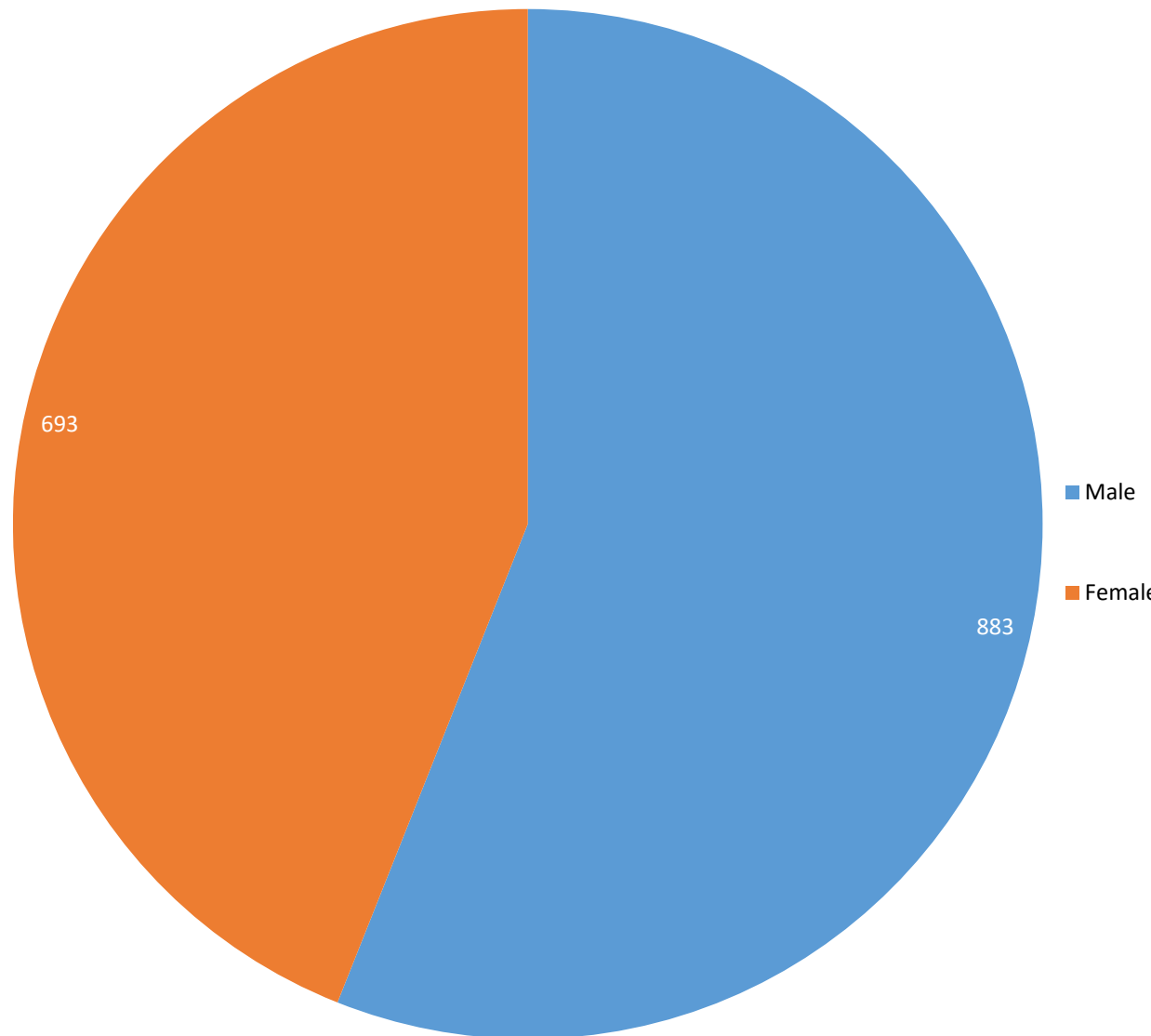
Fig. 4.1.6: Pie Chart showing Distribution of Respondents by Gender

Figure 4.1.6 represents the gender distribution of the sampled respondents. The figure revealed that 883 (56%) of the respondents were males while 693 (44%) of the respondents were females. This shows that a larger proportion of the sampled respondents for this study were males.

4.2   Section B - Resolution of Research Questions

The research questions were answered below:

Research question 1

What is the quality of graduates produced in the sampled universities?

Table 4.2.1a   Quality of Graduates in Lagos State University based on class of degree

(2009 - 2014)

N=1576

Quality	No of graduates	Percentage
Pass and 3rd Class	4389	27.7
2nd Class Lower	8409	53
2nd Class Upper	2990	18,9
1st Class	72	0.4
Total	15860	100.0

Source: Records office Lagos State University
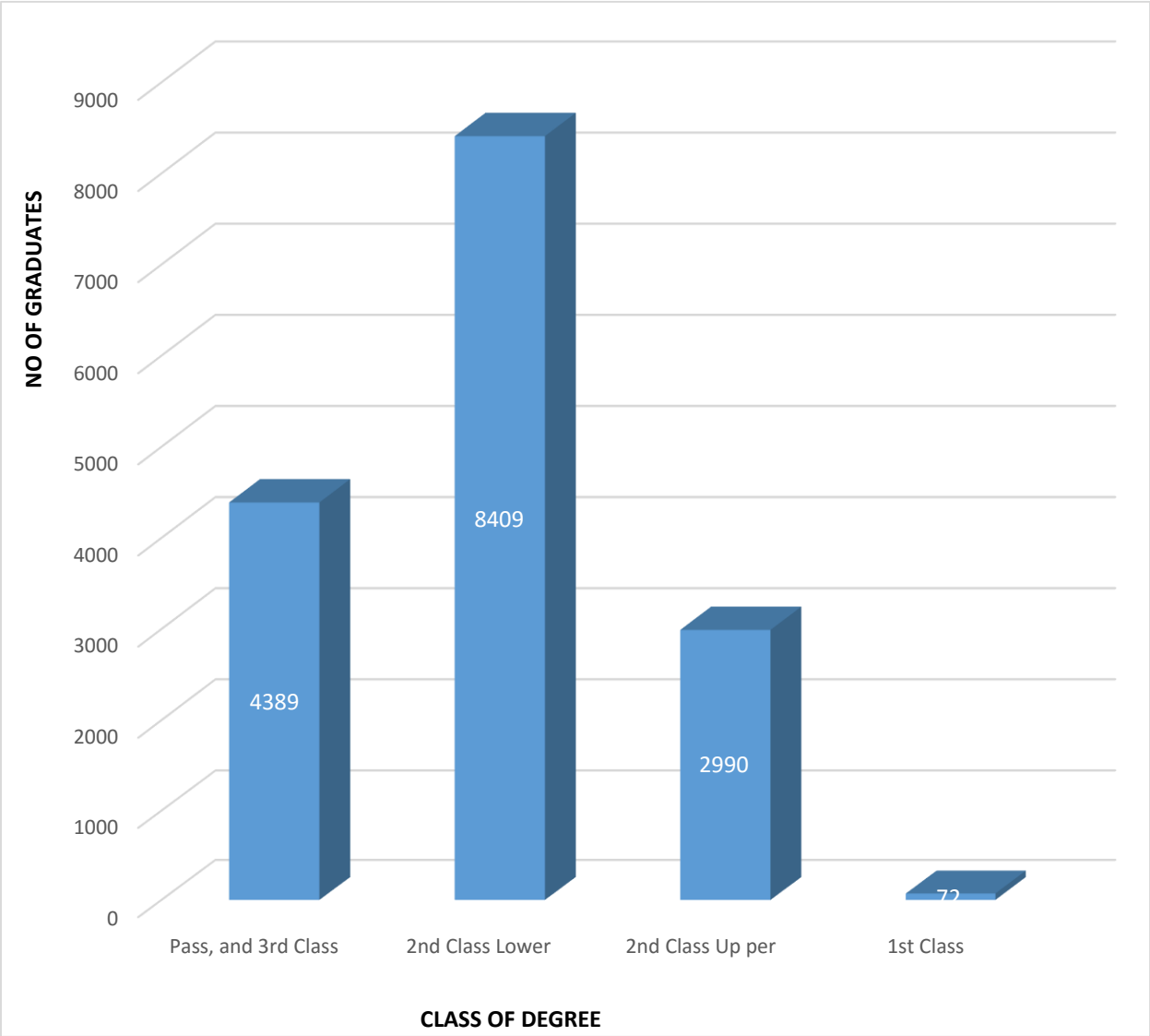
Fig. 4.2.1a: Bar Chart of the Distribution of Class of degree (LASU)

Table 4.2.1a presents the quality of graduates with respects to their class of degree. The result revealed that 27.7% of the respondents sampled were graduated as third class students, 53 % were second class lower students, 18.9% were second class upper while 0.4% was first class graduates. In all, the table showed that most graduates of the sampled institutions were second class lower graduates. The implication of this is that majority of the students have just managed to have second class lower in their (CGPA). Those that really have the intellectual capability and employability skills belongs to first class and second class upper categories which are very few in number.

Table 4.2.1b   Quality of Graduates in University of Ibadan based on class of degree (2009-2014)

N=1576

Quality	No of graduates	Percentage
Pass, and 3rd Class	4319	18
2nd Class Lower	13953	58
2nd Class Up per	5220	21.7
1st Class	546	2.2
Total	24038	100.0

Source: Records office of University of Ibadan
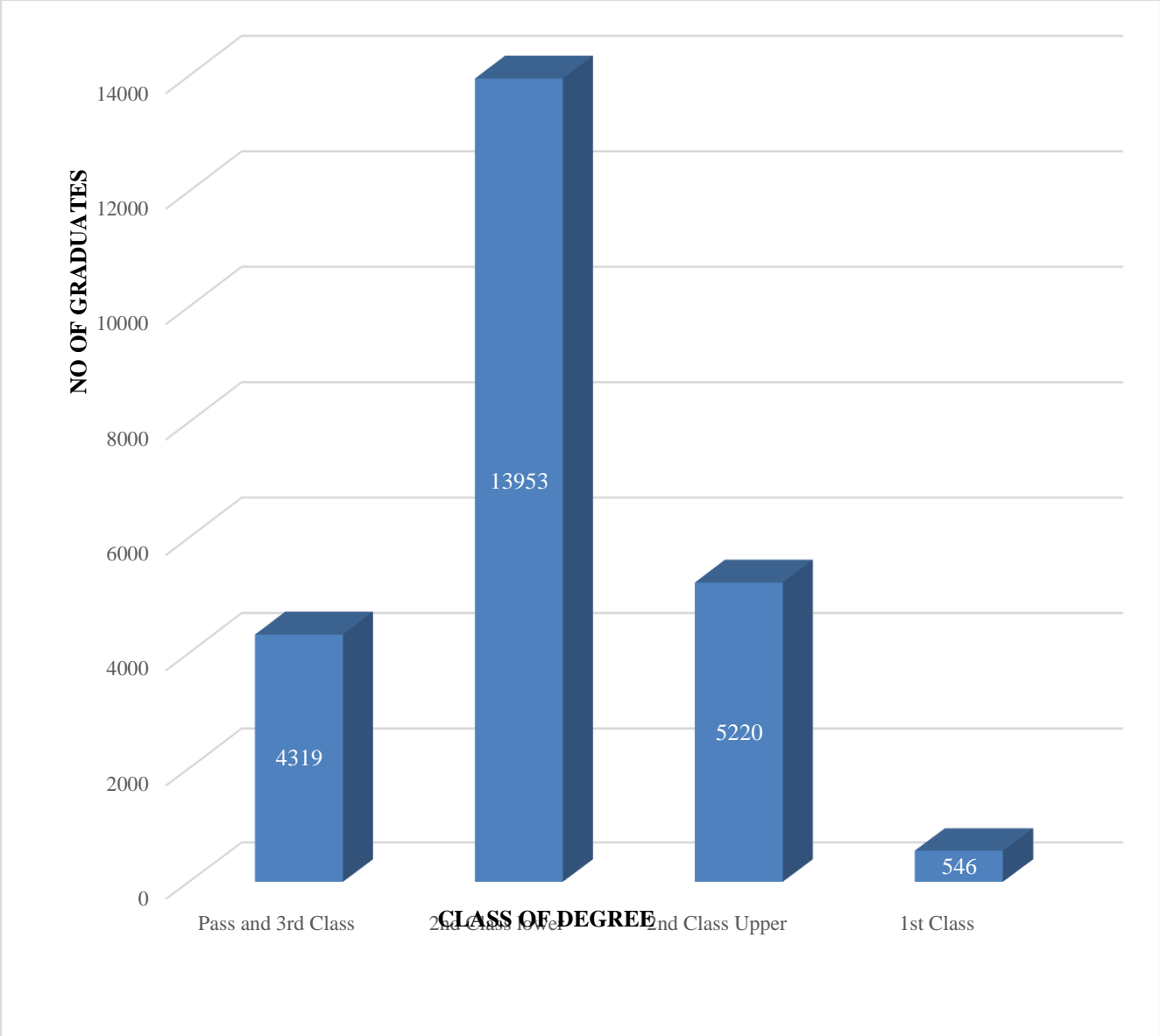
Fig. 4.2:1b Bar Chart of the Distribution of Class of degree (UI)

Table 4.2.1b presents the quality of graduates with respect to their class of degree. It showed that 18% of the respondents sampled were graduated as third class students, 58.0% were second class lower students, and 21.7% were second class upper students while 2.2% were first class graduates. Therefore, the table revealed that most graduates of the sampled institutions were second class lower graduates. The implication of this is that majority of the students have just managed to have second class lower (CGPA), Those that really have the intellectual capability and employability skills belong to first class and second class upper categories who are very few in numbers. Moreover, the results showed that university of Ibadan produced more quality graduates than Lagos state university such as in U.I, there are 546 (2.2%) first class graduates category while in LASU, there are 72 (0.4%) first class graduates category.

Table 4.2.1c   Quality of graduates based on employers' rating skills

Skills	VLE	LE	L	VLE	Man	SD
Analytical Skill	2	5	3	0	2.90	.74
	(20.)	(50.0)	(30.0)	(0.0)		
Communication	3	7	0	0	3.30	.48
	(30.)	(70.0)	(0.0)	(0.0)		
Commitment	3	4	3	0	3.00	.82
	(30.)	(40.0)	(30.0)	(0.0)		
Critical	3	4	3	0	3.00	.82
	(30.)	(40.0)	(30.0)	(0.0)		
Decision making	3	5	2	0	3.10	.74
	(30.)	(50.0)	(20.0)	(0.0)		
Development	2	7	1	0	3.10	.57
	(20.)	(70.0)	(10.0)	(0.0)		
Entrepreneurship	1	8	1	0	3.00	.47
	(10.)	(80.0)	(10.0)	(0.0)		
Human Relations	2	6	2	0	3.00	.67
	(20)	(60.0)	(20.0)	(0.0)		
IT	2	1	2.90	0	2.90	.74
	(20.)	(10.0)		(0.0)		
Initiative	3	4	2			.99
	(30.)	(40.0)	(20.0)			
Manipulative	0	10	0	0	3.00	.00
	(0.0)	(100.0)	(0.0)	(0.0)		
Numeracy	1	5	4	0	2.70	.67
	(10.0)	(50.0)	(40.0)	(0.0)		
Problem Solving	3	5	2	0	3.10	.74
	(30.0)	(50.0)	(20.0)	(0.0)		
Professional Turnout	4	3	3	0	3.10	.88
	(40.0)	(30.0)	(30.0)	(0.0)		
Resource Management	1	7	2	0	2.90	.57
	(10.0)	(70.0)	(20.0)	(0.0)		

Key: Mean responses ranging from 0.1-1.4 = very low extent, 1.5-2.4 = low extent, 2.5-3.4 = large extent & 3.5-4.0 = very large extent. Also, figures in parentheses are in percentages.

Table 4.2.1c presents the result on graduate's employability skills in the study institutions. It could be observed from the table that mean performance on each of the employability skills tends towards 3.0. This is an indication that majority of the respondents possess that skill to a large extent. It could also be observed that students possess more of communication skills than any other skill (mean = 3.30, SD = 0.48) while majority of the students possess less of numeracy skills (mean = 2.70, SD = 0.67). Thus, inference could be made that most graduates possess more literacy than numeracy skills. It could also be observed that performances of students in the area of analytical, problem solving, manipulation, decision making etc. are above average (above mean response of 3.00); Cluster mean = 2.79. hence implies that graduates in the sampled institutions are well equipped with employability skills. The employers rated them high despite the fact that their class of degree was second class lower. Though the facilities were not adequate in their institutions, yet they learnt fast on the job and this is an indication that they could have performed better in their institutions if the facilities were available.

On the quality of graduates produced by the sampled universities, the IDI and KII responses revealed some facts.

One respondent said: "Most universities lack practical aspects, some do not have the equipment even, those that have, they are already old and outdated or some of the lecturers do not know how to handle them. They only asked us to google most of the learning materials and they want us to pass by all means. Like my department, what we do in programme software is mostly on the internet, you are on your own, they even introduce courses that are not relevant to my field which I must pass if I really want to graduate. Most things I learnt in my PPA (Primary Place of Assignment) are not what I learnt in class, the environment in the work place is totally different, and there is need for parallel line between what operate in school and the work place".

Another respondent stated that: "The school environment is not conducive for learning, there is no electricity, you have to burn candle to read and this has made it difficult for me to achieve good grade in my final result, most times there is darkness and one feels reluctant and bored to do any tangible thing, the roads are bad and the class rooms are congested, hardly will you hear what the lecturer is saying, most times you have to stand throughout the lectures of almost 4 hours because majority of the lecture room's chairs are damaged, there is tension everywhere at times you don't have food to eat and those of us leaving off campus gets to school

late due to challenges on the way. The school syllabus is fast, no enough time to read especially when strikes are called off; they start to rush everything so as to meet up with the calendar year".

Another respondent stated that: "Students these days don't see the need to study because there is bribery and corruption, if I can pay my way to get an "A" what is the essence of reading, lecturers demand for money to give you mark or ask you to sleep with them and if you refused, they ask their colleague lecturer to fail you in another course that is not even theirs so that they will not be detected. Also, the materials in the library are outdated, they were not reviewed, and there is need for restructuring of human and material resources in our universities".

Overall, graduates felt that teaching facilities and infrastructure were the worst aspects of the university environment, followed by staff qualifications and living conditions. Among those interviewed in the sciences, it reveals that just a few found a greater proportion of the theories they learnt in schools to be applicable in their day – to - day work. Specifically, graduates from the universities gave a very poor rating to the practical part of their education and lamented on the wide disparity between what is taught in the universities and what obtains in the world of work. Response to question on computing and information technology training showed that universities offer computer science courses without computer laboratories, and in most cases, no internet connectivity. Laboratories and workshops are underequipped or are practically non-existent. The libraries have become archives of stale, archaic, and irrelevant materials.

Some of the directors used as KII in the public enterprises gave their opinion on the quality of graduates working under them as:

"University graduates are very good in communication both oral and written, they articulate, conceptualize and solve both complex and simple problems averagely, they contribute to quality of the products in the company, they are very committed to duty, when projects are put under their supervision, the job is done satisfactorily. They also represent the company adequately outside. Though some of them are not familiar with the company's equipment but, when they undergo few weeks of training they adjust quickly and begin to use the equipment efficiently for quality production."

They both concluded that Nigerian university graduates can compete favourably given proper training, equipped with the right mix in a conducive environment.

Research question 2

What differentiates budgetary allocation (capital and recurrent allocation) from the actual expenditure in the sampled universities between 2009 and 2014?

Recurrent and Capital Expenditure of the sampled Universities between 2009 and 2014

Table 4.2.2a   Year 2009

Description	University of Ibadan			Lagos State University		
	Budget % (N billion)	Actual (N billion)	Difference	Budget % (N billion)	Actual (N billion)	Difference
Capital Allocation	7.40	0.91	87.7	0.020	0.018	10
Recurrent allocation	0.43	0.12	72.1	4.40	4.80	(9.09)
Total	7.83	1.03	86.8	4.42	4.82	(9.05)

Source: Bursary unit (University of Ibadan and Lagos State University)

Table 4.2.2a illustrates the difference between budgetary allocation (capital and recurrent allocation) and the actual expenditure in the sampled universities. In the University of Ibadan, 87.7% of the earmarked capital allocation was not released; meaning only 910million naira was appropriated. Also, out of the 430million naira earmarked as recurrent expenditure, only120million naira was appropriated (i.e. 72.1% was not given). In total, 86.8% of the funds requested were not given. Further analysis revealed that Lagos State University had better funding in the same year. The capital budget was 20million naira and the actual allocation was 18million naira; a difference of only 10%, for recurrent expenditure, the state university got more than its budget. This means that out of the 4.40 billion naira budgeted, 4.84billion naira was appropriated, which is 9.1% above the budget. In total, 9.05% of the funds was given in excess.

Finally, in year 2009, the funds received (actual) by the University of Ibadan was less than the budget while the funds received (actual) by Lagos State University was more than the budget.

Table 4.2.2b   YEAR 2010

University of Ibadan   Lagos State university

Description	Budget (N billion)	Actual (N billion)	% Difference	Budget (N billion)	Actual (N billion)	% Difference
Capital Allowance	7.00	0.53	92.4	0.027	0.019	29.6
Recurrent allocation	0.63	0.19	69.8	5.10	6.30	(23.5)
Total	7.63	0.72	90.6	5.13	6.32	(23.2)

Source: Bursary unit (University of Ibadan and Lagos State University)

Table 4.2.2b illustrates the difference between budgetary allocation (capital and recurrent allocation) and the actual expenditure in the sampled universities. In the University of Ibadan, 92.4% of the earmarked capital allocation was not released; meaning only 530million naira was appropriated. Also, out of the 630million naira earmarked as recurrent expenditure, only190million naira was appropriated (i.e. 69.8% was not released). In total, 90.6% out of the funds requested was not given. Further analysis revealed that Lagos State University had better funding in the same year. Her capital budget was 27million naira and the actual allocation was 19million naira; a difference of only 29.6% for recurrent expenditure. The state university got more than its budget. This means that out of the 510 million naira earmarked, 630million naira was appropriated which is 23.5% above budget. In the end, 23.2% was given in excess.

Finally, in year 2010, the funds received (actual) by the university of Ibadan was less than the budget while the funds received (actual) by Lagos State University was more than the budget.

Table 4.2.2c   YEAR 2011

Description	University of Ibadan			Lagos state university		
	Budget (N billion)	Actual (N billion)	% Difference	Budget (N billion)	Actual (N billion)	% Difference
Capital Allocation	___	___	___	0.007	0.006	14.3
Recurrent allocation	___	___	___	5.62	4.89	13
Total	___	___	___	5.63	4.90	13

Source: Bursary unit (University of Ibadan and Lagos State University)

Table 4.2.2c illustrates the difference between budgetary allocation (capital and recurrent allocation) and the actual expenditure in the sampled universities. In Lagos State University, only 14.3% of the earmarked capital allocation was not released; meaning out of 7million naira earmarked, 6million was appropriated. Also, out of the 562 million naira earmarked as recurrent expenditure, 489million naira was appropriated (i.e. only 13% was not released). In total, 13% out of the funds requested was not given. The data for the University of Ibadan for the year 2011 was not available. Thus, the analysis revealed that in Lagos State University only 13% of the funds requested were not given in 2011.

Table 4.2.2d   YEAR 2012

	University of Ibadan			Lagos state university		
Description	Budget (N billion)	Actual (N billion)	% Difference	Budget (N billion)	Actual (N billion)	% Difference
Capital Allocation	0.10	0.02	80	___	___	___
Recurrent allocation	0.40	0.30	25	5.62	4.50	19.9
Total	0.50	0.32	36	5.62	4.50	19.9

Source: Bursary unit (University of Ibadan and Lagos State University)

Table 4.2.2d illustrates the difference between budgetary allocation (capital and recurrent allocation) and the actual expenditure in the sampled universities. In the University of Ibadan, 80% of the earmarked capital allocation was not released; meaning only 20million naira was appropriated out of 100million naira requested. Also, out of the 400million naira earmarked as recurrent expenditure, 300million naira was appropriated (i.e. 25% was not released). In total, 36% out of the funds requested was not given. Further analysis revealed that Lagos State University had better funding in the same year for recurrent allocation, though the data for capital budget was not available. Out of 5.62billion naira earmarked, 4.5billion naira was appropriated, a difference of only 19.9%. In total, only 19.9% was not given.

Table 4.2.2e YEAR 2013

Description	University of Ibadan			Lagos State University		
	Budget (in billion)	Actual (in billion)	% Difference	Budget (in billion)	Actual (in billion)	% Difference
Capital Allocation	0.09	0.02	63.6	0.25	0.04	72.4
Recurrent allocation	0.60	0.30	33.3	6.64	6.27	2.96
Total	0.69	0.32	36.6	6.89	6.31	4.39

Source: Bursary unit (University of Ibadan and Lagos State University)

Table 4.2.2e illustrates the difference between budgetary allocation (capital and recurrent allocation) and the actual expenditure in the sampled universities. In the University of Ibadan, 63.6% of the earmarked capital allocation was not released; meaning only 20million naira was appropriated out of the 90million naira earmarked. Also, out of the 600million naira earmarked as recurrent expenditure, only 300million naira was appropriated (i.e. 33.3% was not given). In total, 36.6% of the funds requested was not given. Further analysis revealed that Lagos State University had better funding in the same year for recurrent allocation. But for the capital allocation, 250million naira was earmarked and 40million naira was appropriated meaning that 72.4% was not given. The actual allocation for recurrent 6.27billion naira was appropriated out of 6.64billion naira earmarked for year 2013 meaning that only 2.96% was not released. In total, 4.39% was not given.

Finally, in year 2013, the funds received (actual) by the University of Ibadan was less than the budget while the funds received (actual) by Lagos State University was more on the average.

Table 4.2.2f   YEAR 2014

Description	University of Ibadan			Lagos State University		
	Budget (in billion)	Actual (in billion)	% Difference	Budget (in billion)	Actual (in billion)	% Difference
Capital Allocation	0.54	0.12	63.6	-	-	-
Recurrent allocation	0.20	0.02	81.8	-	-	-
Total	0.74	0.14	68.2	-	-	-

Source: Bursary unit (University of Ibadan and Lagos State University)

Table 4.2.2f illustrates the difference between budgetary allocation (capital and recurrent allocation) and the actual expenditure in the sampled universities. In the University of Ibadan, 63.6% of the earmarked capital allocation was not appropriated; meaning only 120million naira was appropriated out of the 540million naira earmarked. Also, out of the 200million naira earmarked as recurrent expenditure, only 20million naira was appropriated (i.e. 81.8% was not given). In total, 68.2% of the funds requested was not given. Data for Lagos State University in 2014 was not available. Finally, in year 2014, the funds received (actual) by the University of Ibadan was less than the budget.

In summary, the result revealed the difference in capital and recurrent budgetary allocation of the two universities sampled. It revealed an overall difference of at least 54.5% in the University of Ibadan capital and recurrent allocation compared with 6.5% in Lagos State University. Thus, inference could be made that the difference in budget and actual allocation varies across years and also varies across the universities.

Research Question 3

What are the situations of resource factors (accountability, utilization, monitoring, reporting and control) in the sampled universities?

Table 4.3.1a: Resources Accountability

N=1576

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
Officer-in-charge are liable to account for financial resource allocated to them	393 (24.9)	808 (51.3)	306 (19.4)	69 (4.4)	2.97	.79
Officer-in-charge are liable to account for human resources allocated to them	430 (27.3)	913 (57.9)	193 (12.2)	40 (2.5)	3.10	.70
Officer-in-charge are liable to account for materials/facilities assigned to them	403 (25.6)	783 (49.7)	321 (20.4)	69 (4.4)	2.96	.80

Table 4.3.1a presents the ways by which university management in the sampled universities accounted for the resource allocated to their institution. The result revealed that (76.2) of the respondents agreed that officers-in-charge of resources were liable to account for financial resource allocated to them while (23.8) disagreed (mean = 2.97, SD = 0.79). Again, (85.2) of the respondents agreed that officers-in-charge of resources were liable to account for human resources allocated to them while (13.8) did not agree (mean = 3.10, SD = 0.70). Furthermore, (75.3) of the respondents also agreed that officers-in-charge of resources were liable to account for materials/facilities assigned to them while (24.7) disagreed (Mean = 2.96, SD = 0.80). Cluster (Mean = 3.01). Hence, inference could be made that resource managers in the sampled universities are accountable for the university resources.

Table 4.3.1b: Resources Utilization

N=1576

Statement	Strongly Agree	Agreed	Disagree	Strongly Disagree	Mean	SD
Financial resources are used for the improvement of universities undergraduate	0 (0.0)	30 (1.9)	50 (3.2)	1496 (94.9)	1.07	.32
Financial resources in universities are appropriately used for what they are allocated for	0 (0.0)	78 (4.9)	2 (0.1)	1496 (94.9)	1.10	.44
Human resources are used for improvement of universities undergraduate	0 (0.0)	0 (0.0)	693 (44.0)	883 (56.0)	1.44	.50
Human resource allocation to specific task in the university is based on qualification of staff	558 (35.4)	828 (52.5)	117 (7.4)	73 (4.6)	3.19	.76
The material resources are used for improvement of undergraduates students	514 (32.6)	862 (54.7)	163 (10.3)	37 (2.3)	3.18	.70
Facilities in the universities are used optimally	296 (18.8)	875 (55.5)	380 (24.1)	25 (1.6)	2.92	.70

Table 4.3.1b presents the ways by which the available resources are being utilized for the production of quality graduates in the sampled universities. The table revealed that (1.9) of the respondents agreed that financial resources allocated to the university were used for the improvement of universities' undergraduates while (98.1) disagreed (mean = 1.07, SD = 0.32). Again, (4.9) of the sampled respondents agreed that financial resources in universities were appropriately used for what they were allocated for while (95.1) disagreed (mean = 1.10, SD = 0.44). Furthermore, none of the sampled respondents agreed that Human resources were used for improvement of universities' undergraduates while (100.0) respondents disagreed (mean=1.44, SD = 0.45). Furthermore, (87.9) of the respondents agreed that human resource allocation to specific tasks in the university was based on qualification of staff whereas (12.1) did not agree (mean = 3.19, SD = 0.76). In addition, 87.3% of the respondents agreed that material resources were used for improvement of undergraduate students and (12.7) did not agree (mean = 3.18, SD = 0.70). (74.3) of the respondents agreed that facilities in the universities were used optimally while (25.7) disagreed (mean = 2.92, SD = 0.70). Cluster mean=2.15

Thus, inference could be made that facilities allocated to universities are over utilized while some are optimally utilized and are used to improve graduates' quality.

Table 4.3.1c   Resources Monitoring

N=1576

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
Financial resource is monitored from point of allocation to implementation	622 (39.5)	683 (43.3)	258 (16.4)	13 (0.8)	3.21	.74
Evaluation of financial resource effect on quality of undergraduate students is carried out	324 (20.6)	964 (61.2)	271 (17.2)	17 (1.1)	3.01	.65
Human resource is monitored from point of job allocation to job implementation	489 (31.0)	844 (53.6)	146 (9.3)	97 (6.2)	3.09	.80
Periodical staff appraisal on job implementation is carried out by the university	503 (31.9)	691 (43.8)	171 (10.9)	211 (13.4)	2.94	.98
The quality of facilities are monitored from point of procurement/construction to utilization	254 (16.1)	1007 (63.9)	249 (15.8)	66 (4.2)	2.92	.69
Regular appraisal on the maintenance status of material resources in the university	267 (16.9)	1036 (65.7)	172 (10.9)	101 (6.4)	2.93	.73

Note: Figures in parenthesis are in percentages.

Table 4.3.1c shows the results of how university management monitored the allocated resources. It can be observed that the respondents that agreed that financial resources were monitored from the point of allocation to implementation were 82.2% whereas 12.7% did not agree (mean = 3.21, SD = .74). In addition, 81.8% of the respondents agreed that the evaluation of financial resources' effect on quality of undergraduate students was carried out by the management while 18.2% disagreed (mean=3.01, SD=0.65). Also, 84.6% of the respondents agreed that human resource was monitored from the point of job allocation to job implementation while 15.4% disagreed (mean=3.09, SD=0.80). Similarly, 75.7% of the respondents agreed that periodical staff appraisal on job implementation was carried out by the university while 24.3% disagreed (mean=2.94, SD=0.98). Moreover, 80.0% of the respondents agreed that the quality of facilities were monitored from the point of procurement/construction to utilization while 20.0% (mean=2.92, SD=0.69). In addition, 86.1% agreed that they conducted regular appraisal on the maintenance status of material resources in the university while 13.9% disagreed (mean=2.93, SD=0.73). Cluster mean= 3.01. Since majority of the respondents agreed with statements, inference could be made that resources allocated to the sampled universities was effectively monitored.

Table 4.3.1d: Resource Reporting

N=1576

Statement	VHE	HE	LE	VLE	Mean	SD
Financial resource utilization, monitoring and evaluation is reported for improvement in the quality of undergraduate students	352 (22.3)	838 (53.2)	323 (20.5)	63 (4.0)	2.94	.76
The adherence to financial activities as specified by regulation and restriction are reported to achieve academic excellence	308 (19.5)	811 (51.5)	363 (23.0)	93 (5.9)	2.85	.80
Human resource utilization, monitoring and evaluation is reported for improvement in the quality of undergraduate students	454 (28.8)	772 (49.0)	222 (14.1)	128 (8.1)	2.98	.87
The adherence to staff job performance as specified by regulation and restriction are reported to achieve academic excellence	343 (21.8)	772 (49.0)	284 (18.0)	177 (11.2)	2.81	.90
Material resource utilization, monitoring and evaluation is reported for improvement in the quality of undergraduate students	212 (13.5)	1036 (65.7)	243 (15.4)	85 (5.4)	2.87	.70
The adherence to specified regulations and restriction on facilities are reported to achieve academic excellence	501 (31.8)	920 (58.4)	132 (8.4)	23 (1.5)	3.20	.65

Note: Figures in parentheses are percentages, VHE=very high extent, HE=high extent, LE=low extent, VLE= very low extent.

Table 4.3.1d presents the result on the ways the resources allocated to the universities sampled were reported. The result revealed that 75.5% of the respondents agreed that financial resource utilization, monitoring and evaluation were reported for improvement in the quality of undergraduate students while 24.5% disagreed (mean=2.94, SD=0.76). Again 71.0% of the respondents agreed that their adherence to financial activities as specified by regulation and restriction was reported to achieve academic excellence while 29.0% disagreed (mean=2.85, SD=0.80). In addition, 70.8% of the respondents agreed that human resource utilization, monitoring and evaluation were reported for improvement in the quality of undergraduate students while 29.2% disagreed (mean=2.98, SD=0.87). Furthermore, 77.8% of the respondents agreed that human resource utilization, monitoring and evaluation were reported for improvement in the quality of undergraduate students while 22.2% disagreed (mean=2.81, SD=0.90). Also, 80.2% of the respondents agreed that material resource utilization, monitoring and evaluation were reported for improvement in the quality of undergraduate students while 19.8% did not agree (mean = 2.87, SD = 0.70). Also, 91.2% of the respondents agreed that their adherence to specified regulations and restriction on facilities was reported to achieve academic excellence and 9.8% did not agree (mean = 3.20, SD = 0.65). Cluster mean =2.94. From the result, it could be concluded that universities management accounted for resource utilized in accordance with the guidelines provided by university.

Hypothesis 1

Resources Accountability (Financial, Human, and Material) does not significantly affect the quality of university graduates in the sampled universities.

Table 4.4.1a: Influence of Resources Accountability on Quality of University Graduates

N=1576

Variable	N	Mean	Std. Deviation	r	Sig.	P	Remark
Resources Accountability	1576	9.0317	1.79				
Quality of Graduates	1576	67.1232	8.991	0.697	0.000	<0.05	Significant

The result of the analysis of influence of resources accountability on quality of graduates produced in the sampled universities is presented in Table 4.4.1a. Pearson Product Moment correlation coefficient was calculated to examine the magnitude and direction of influence. It can be seen from the table that there was a moderate, positive and significant influence of resource accountability on quality of graduates in the sampled universities ($r=0.697$, $p<0.05$). This implies that an increase in the resources accountability will cause a corresponding increase in quality of graduates in the sampled universities. Hence, there is no statistically reason why resources accountability has no influence on quality of graduates in the sampled universities. Hence, null hypothesis was rejected.

Hypothesis 2

       Utilization of available resources (Financial, Human, Material) does not significantly influence the quality of university graduates in the sampled universities.

Table 4.4.1b: Influence of Resources Utilization on Quality of University Graduate

N=1576

Variable	N	Mean	Std. Deviation	r	Sig.	P	Remark
Utilization	1576	12.887	2.017				
Quality of Graduates	1576	67.1232	8.9916	0.661	0.000	<0.05	Significant

Table 4.4.1b shows the result of the analysis of the influence of utilization of available resources in the sampled universities on quality of graduates produced. The result revealed a moderate, positive but significant influence of resources utilization on the quality of university graduates (r=0.66, p<0.05. This implies that resources utilization could moderately influence graduate quality in the sampled universities. Hence, null hypothesis was rejected.

Hypothesis 3

Monitoring of available resources (financial, Human, Material) has no significant influence on quality of university graduates in the sampled universities.

Table 4.4.1c: Relationship between Resources Monitoring and Quality of University Graduates

N=1576

Variable	N	Mean	Std. Deviation	r	Sig.	P	Remark
Monitoring	1576	18.1155	2.923				
Quality of graduates	1576	67.1232	8.991				
				0.837	0.000	<0.05	Significant

Pearson Product Moment correlation was used to ascertain the influence of monitoring of available resources on the quality of university graduates (Table 4.3.7). The result revealed a high, positive and significant influence ($r=0.82$, $p<0.05$) of monitoring of available resources on the quality of graduates. This implies that proper monitoring of available resources in the University of higher learning could lead to increase in production of quality graduates. Hence, the hypothesis was rejected.

Hypothesis 4

Reporting of available resources (financial, Human, Material) has no significant influence on quality of university graduates in the sampled universities.

Table 4.4.1d: Influence of Resources Reporting on Quality of University Graduates

N=1576

Variable		N	Mean	Std. Deviation	r	Sig.	P	Remark
Reporting		1576	17.66	2.8764				
Quality of graduates	of	1576	67.1232	8.991				
					0.825	0.000	<0.05	Significant

Table 4.4.1d shows the influence of resource reporting on the quality of university graduates. Pearson Product moment correlation was calculated to examine the relationship. The result revealed a high, positive and significant relationship (r=0.82, p<0.05) between reporting of available resources and quality of university graduates. This is an indication that increase in reporting of available resources will cause corresponding increase in quality of graduates. This implies that null hypothesis was rejected.

Hypothesis 5

Adequacy, Utilization, Monitoring, Accountability and reporting of available resources (financial, Human, Material) have no significant joint influence on quality of university graduates in the sampled universities.

Summary

Model	1
R	.989[a]
R Square	.978
Adjusted R Square	.977
S.E of the Estimate	1.35026

Table 4.4.1e: Composite Influence of Resource Accountability, Utilization, Monitoring, reporting and control on Quality of University Graduate

N=1576

Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	124393.666	4	31098.416	17056.966	.000[b]
	Residual	2862.438	1570	1.823		
	Total	127256.104	1574			

Table 4.4.1e represents the regression analysis that shows composite influence of resource accountability, utilization, monitoring, reporting and control on Quality of University Graduate. It shows R, R^2 in the summary table together with the ANOVA Table. The result revealed that R = 0.989 (between independent and dependent variable), suggesting that independent variables taken together could influence quality of graduate to a reasonable extent while R^2 of 0.978 is a pointer to the fact that independent variables accounted for 97.8% of the overall variance noticed in the dependent variable (quality of graduates) leaving the remaining 2.2% to other factors that were not part of the study. Table 4.4.1e also revealed that the combination of all the independent variables allowed reliable prediction of quality of university graduates $F_{(4, 1570)}$ =17056.966, p< 0.05.). Hence, the composite influence of resource accountability, utilization, monitoring, reporting and control on Quality of University Graduate was significant. Therefore, null hypothesis was rejected.

Table 4.4.1f Relative contribution of accountability, utilization, monitoring, reporting and control to quality of graduates

N=1576

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-1.208	.270		-4.477	.000
Utilization	1.127	.019	.253	58.114	.000
Monitoring	1.242	.015	.404	82.362	.000
Reporting	1.194	.015	.382	77.485	.000
Accountability	1.133	.023	.226	49.052	.000

Table 4.4.1f reports the Unstandardized Coefficients (B) and Standardized Coefficient (beta weight), t, and p values of each independent variable. The result revealed that of all the independent variables, Table 4.5 reports the Unstandardized Coefficients (B) and Standardized Coefficient (beta weight), t, and p values of each independent variable. The result revealed that of all the independent variables (utilization, monitoring, reporting and accountability), monitoring had the highest impact on the quality of graduates ($ß = 0.404$, t= 82.362, $p<0.05$); closely following is reporting ($ß = 0.382$, t = 77.485, $p<0.05$), and then utilization ($ß = 0.253$, t = 58.114, $p<0.05$) followed by accountability ($ß = 0.226$, t = 49.052, $p<0.05$). This implies that for any increase in monitoring, reporting, utilization and accountability, there is corresponding increase of 0.404, 0.382, 0.253 and 0.226 in quality of graduates. Thus, relative contribution of each of the independent variable is significant. Therefore, null hypothesis was rejected.

Discussion of Findings:

This study found inadequacy of fund in the sampled universities vis-à-vis learning resources (human and material). The result was in alliance with other findings in the literature such as the report of Dabalen, Oni and Adekola (2001) who reported that political, social and economic factors coupled with insufficient funds prompted various public universities in Nigeria to embark on Income Generating Revenue (IGR) as a means of fund raising. The result also agree with Eisemon and David (1990) who reported that resources available in the publicly owned universities have not been able to meet up with, talk less of sustaining the explosion in students' enrolment and consequently, the underfunding of the universities has imparted negatively on teaching, research and community service.

However, this funds inadequacy could be probably due to the variation in the ownership of institutions (State or Federal) or inability of the universities to diversify IGR. The variation in ownership may account for the reason why funds in Federal universities will be more adequate relative to their counterpart state universities due to financial monitoring, reporting and control because funds allocation to federal universities tend to be relatively stable when compare with the state. The ability of individual university to generate funds through IGR and proper management could also account for better quality graduates from federal university than state. The short fall in budgetary allocation is also in support of Saint, Hartnett and Strassner (2003) that political, social and economic factors coupled with insufficient funds prompted various public universities in Nigeria to embark on Income Generating Revenue (IGR) as a means of fund raising.

The findings from this study further revealed that there is significant difference in budget and actual allocation among the sampled universities across years. This differences as observed could be as a result of two factors such as ownership (State and federal) and the university capacity. For example, federal university is difference from State universities in their mode and strength of allocation receives. Ordinarily, University with high number of staff and increased number of faculties and students is expected to receive greater budgetary allocation more than those with low staff strength and reduced number of faculties and student's population. However, Akindutire (2004), observed another factor and posited that budgets of universities in the past years have been under tremendous pressure due to declining budgetary allocation and rising enrolments, therefore, inadequacy in budgetary allocation could be as a result of increase in enrolment in public

universities that overshoot proposed expenditure by the government determined in the years past which is not commensurate with the present situation in the public universities.

The result on budgetary allocation by sources (grant and non-grant) revealed that source of allocation is a strong determinant of the available learning resources in the sampled universities. The logic behind this could be that non-grant allocation tend to be steady and addresses the fixed propose expenditure while grant allocation tends to be periodic and are used for unintended issue that were not itemized in the university's budget. Not only that grant allocation complement non-grant allocation in smooth running of university activities, the two sources of funds serves as determinants of smooth running and availability of basic university's resources. It was also reported that grants usually cover both recurrent and capital expenditures of the schools. In Nigeria, the substantial part of government's grants to universities goes to recurrent expenditure in form of lecturers' and administrative workers' salaries, with little or nothing left for capital projects (Ajayi and Ayodele; 2002). Studies, most especially, the report of Adeyemi and Igbeneweka (2000) have shown that the main reason why Nigerian universities graduates' quality is experiencing decline is because of imbalance between expansion of facilities, equipment, materials, human resources and the astronomical increase in students' enrolment as a result of inadequate non-grant and grant allocation.

Also, the result on influence of resources management on quality of graduates revealed that proper and efficient management of the available but scarce resources in terms of accountability, utilization, monitoring, control and reporting is a strong determinant of quality of graduates in the public universities in Nigeria. This result is corroborating the findings of (Aremu, 2000; Aremu and Oluwole, 2001; Aremu and Sokan, 2003) that factors that seem to have direct or indirect influence on the quality of products in the Nigeria university system are funding inform of budgetary allocation and quality of available educational resource as well as extent of resource accountability, monitoring, utilization and reporting and control. It is therefore logical that increase in resource accountability, utilization, monitoring and control will lead to corresponding increase in quality of graduate produce by a University, as a corollary decrease in level of resource monitoring, utilization, accountability and reporting will also lead to decrease in quality of graduate.

The result on the quality of graduates in term of class of degree revealed that though majority of the graduates passed out with second class lower, the employers still rated them high implies that they could perform better when compared to other Nigerian university graduates and if the required learning materials were made available. This finding is against the submission of Nonaka and Takeuchi (1995) who affirm and describe Nigerian graduates as half-baked and unemployable. This is because the employers both in the qualitative and quantitative result rated them high despite the fact that their class of degree was second class lower. Though the facilities were not adequate in their institutions, yet they learnt fast on the job and this is an indication that they could have performed better in their institutions if the facilities were available.

Although the quality of graduate or learning outcome cannot only be quantify in measurable terms such as academic performance, however, this findings is consistent with other report in literature such as (Bamiro and Adedeji, 2010) who observed that since the advent of University in Nigeria, the expectation is that the graduate of these institutions will have tremendous impact on the nation after graduation as stated in the goal of tertiary education in Nigeria as stated in National Policy on Education (FRN, 2004). But this expectation has been on the decline since 1980's and is more pronounced in the year 2009 till date (Ajoku, 2014). However, quality is the degree to which object or subject fit into the purpose for which it was designed. Whether the employers of labour rated the Nigerian university graduates high or not, the purpose of tertiary institutions is to produce graduates who are independent, self-reliant and able to contribute to the growth and development of Nigerian societies. This is lacking in Nigeria which is an indication that Nigerian graduates lacks quality.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, recommendations, limitations of the study, implications of the findings and suggestions for further studies.

5.1   Summary of the study

The problem of the study focused on contributing to the contentious perception of declining quality of graduates from Nigerian public universities by looking at the influence of accountability, utilization, monitoring, reporting and control of available but scarce resources like budgetary allocation (capital and recurrent), learning resources inform of human (academic and non-teaching staff), learning materials (buildings, lecture rooms, offices, equipment for science based courses, learning environment, electricity, water resources, hostels and roads), knowledge facilities (teaching aids, library accessions, computing facilities) on the quality of university graduates in Oyo and Lagos States of Nigeria.

To achieve this, three (3) research queries and five (5) hypotheses were raised for the purpose of the study. Input – output model of system theory was used to illustrate the interactions occurring within the variables (dependent and independent). The descriptive survey research design of the ex-post factor was adopted for the study. The population consisted of 68,481students, 2,161 lecturers, 167 departments, and 24 faculties, 2 directors of academic planning, 2 bursars and 20 employers of labour 10 from ministries and 10 from business enterprises. The sample size was 1,576 respondents in all, comprising 47 lecturers, 1000 graduates from the selected universities already working with the ministries and the companies, 472 post graduate students, 33 head of departments, 20 employers of labour, 2 directors of academic planning and 2 bursars. Instruments of research, validity of the research instruments, how reliable the instruments were, methods of data administration and analysis of data were also stated in chapter three.

The fourth chapter analyzes and discusses the major findings as follows:

- That there is inadequacy of fund in the sampled universities.
- That at least, one university is significantly different from the other in terms of budget and

actual allocation across years.

- That budgetary allocation by source (grant and non-grant) is a strong determinant of the available learning resources in the sampled universities.

- That proper and efficient management of the available but scarce resources in terms of accountability, utilization, monitoring, control and reporting is a strong determinant of graduate quality in the publicly owned Nigerian universities.

- That an increase and efficient management of learning resources will cause a corresponding increase in the quality of the graduates produced by the sampled universities.

- That quality of inputs and the efficient use of inputs would influence outputs of the university system.

- Composite admixture of all the independent variables (resource adequacy, utilization, monitoring, reporting and accountability) which accounts for 97.8% of the overall variance obtained in dependent variable (quality of graduates) and the remaining 2.2% left for other parameters that were not factored into the study allowed reliable prediction of quality of graduates.

- That monitoring and control have an outstanding high influence on the quality of university graduates compared to other independent variables

- That most graduates in the sampled universities belong to second class (2nd class) lower category.

- That performances of graduates in the work place such as in the area of analytical, problem solving, manipulation, decision making etc. are above average (mean response of 3.00) but majority of the graduates possess more of communication skills and less of numeracy skills.

- That though majority of the graduates passed out with second class lower grade, the employers still rated them high implies that they could perform better when compared to other Nigerian university graduates and if the required learning materials were made available.

5.2   Conclusion

The study concludes that graduates in the public universities in Oyo and Lagos states of Nigeria displayed good quality in the work place though the employers had to organize remedial courses for them to perform better. Resources in the universities are not enough, but accountability, proper utilization, good monitoring and reporting of funds and the resources increase the quality of the graduates produced by the universities. For example, federal university produce more quality graduates than their state counterpart. The study also revealed that over utilization of learning resources in the sampled universities implies inadequate exposure to numerous quality learning materials that could help in raising the right calibre of graduates that can compete with the international best practices.

5.3   Recommendations

Based on the findings, the study suggests the following recommendations:

- The researcher recommends that the government being the proprietor of these universities should pep up its funding level due to the short fall in budget and actual allocation.
- The researcher recommends that universities' resources managers should be made to render account to the proprietors (government) through regular auditing of resources.
- The researcher recommends that resources manager should monitor utilization of resource through universities committees such as finance and general purpose, budget, tenders board / procurement, to mention a few.
- The researcher recommends that the use of internal budgetary control mechanism in the public universities should be strictly employed by the resources managers in charge due to outstanding high influence of monitoring, reporting and controlling of resources on the quality of graduates.

5.4   Contribution to Knowledge

The study has demonstrated, among others, that the use of budgetary allocation and resources (finance, human and material) if adequately allocated and optimally utilized, monitored, and properly accounted for, will produce quality graduates.

Moreover, the general perception that university graduates' quality has decreased in totality is not absolutely true because the employability rating shows that graduates in the sampled

institutions are well equipped with employability skills and performed well in the workplace. Though remedial courses were organized for them, yet they learned fast and adjusted to the need of the industries.

Also, monitoring and reporting have outstanding high influence on the quality of university graduates and this could help the university system to concentrate more on these variables for a better and quality output.

Finally, despite lower funding than state universities, the federal universities in Oyo and Lagos states produce higher quality graduates, due to financial monitoring, reporting and control.

5.5   Limitations to the Study

The initial constraint encountered during the research was that Ladoke Akintola University of Technology (LAUTECH), Ogbomoso was chosen as the second university. But due to prolonged strike which made it difficult to collect administered questionnaire from respondents and needed data, LASU was used instead, after due consultation with the candidate's supervisor. Other constraints include: the reluctance of schools to release secondary data, some questionnaires were returned incompletely filled or unfilled and inability to retrieve some of the administered questionnaires.

5.6   Suggestions for Further Study

1.   This study was done in Oyo and Lagos states only, using a federal and a state university; further studies could be done in more Nigerian universities.

2.   The study can be conducted in privately owned universities as well as in public universities.

3.   A comparative study can be conducted using universities in other countries to compare the quality of Nigerian graduates with their contemporaries in other parts of the world.

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APPENDICES

APPENDIX 3.1

UNIVERSITY OF IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT

BUDGETARY ALLOCATION, RESOURCE FACTORS AND UNIVERSITY GRADUATES RECORDS (BA&UGR)

(To be filled by Academic Planning Officer of the University)

Dear Sir/Ma

      This instrument is designed to obtain academic data on budgetary allocation adequacy, utilization, monitoring, and accountability in tertiary institutions. The information required is for research and academic purposes only and therefore would be treated in utmost confidentiality. Thank you.

Olaiya M.F.

SECTION A: SOCIO-DEMOGRAPHIC DATA

- University:……………………………………………………………………..
- Designation of Respondent _____
- Highest Academic Qualification:
    First Degree[   ]   Master Degree [   ]   Ph.D.[ ]
- Years of Experience: 1-10 yrs [   ] 11-20 yrs [   ] 21 and above [   ]
- Gender: Male [ ]   Female [   ]

SECTION B: BUDGETARY ALLOCATIONS

S/N Recurrent Grants from NUC/ state Government (Main, Research and Library)

Year / Funds	2009		2010		2012		2013		2014	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
Capital Allocation										
Recurrent Allocation										
Research grants and contracts (from Government and Agencies)										
Student's Fees										
Investment Income (student Accommodation, Business Operations etc.)										
Gifts (Endowment and Donation))										
External Grants										
Others Income										
Total										

SECTION C: **HUMAN RESOURCES**

Kindly indicate the number of teaching staff and non-teaching staff handling undergraduate courses and administrative activities by their ranks.

Year / Rank	2009		2010		2012		2013		2014	
	AV	RQ	AV	RQ	AV	RQ	AV	RQ	AV	RQ
Professor										
Reader										
Senior Lecturer										
Lecturer1										
Lecturer11										
Assist. Lecturer										
Senior non-teaching										
Junior non-teaching										

SECTION D: INFRASTRUCTURAL FACILITIES

Year / Facilities	2009		2010		2012		2013		2014	
	AV	RQ	AV	RQ	AV	RQ	AV	RQ	AV	RQ
Lecture rooms										
Staff offices										
Library										
Library furniture										
Comfortable desk and chairs for students										
Resource center										
Games facilities										
Computer room										
Geographical garden										
School clinic										
Laboratory										

GRADUATE QUALITY (First Degree)

year / first degree / faculty	2009					2010					2011					
	1st class honour	2nd class honour upper division	2nd class honour lower division	3rd class honour	pass	1st class honour	2nd class honour upper division	2nd class honour lower division	3rd class honour	pass	1st class honour	2nd class honour upper division	2nd class honours	3rd class honour	pass	total

arts																
sciences																
medicine																
agriculture & forestry																
social sciences																
education																
veterinary medicine																
technology																
law																
others *(pls specify)*																
grand total																

year / first degree / faculty	2012				2013					2014					total
	1st class honour	2nd class honour lower division	3rd class honour	pass	1st class honour	2nd class honour upper division	2nd class honour lower division	3rd class honour	pass	1st class honour	2nd class honour upper division	2nd class honours	3rd class honour	pass	
arts															

sciences																
medicine																
agriculture & forestry																
social sciences																
education																
veterinary medicine																
technology																
law																
others *(pls specify)*																
grand total																

Year / Faculty	2012						2013						2014			
	DISTINCTION	UPPER CREDIT	LOWER CREDIT	MERIT	PASS	TOTAL	*DISTINCTION*	UPPER CREDIT	LOWER CREDIT	MERIT	PASS	TOTAL	*DISTINCTION*	UPPER CREDIT	LOWER CREDIT	MERIT
ART																
(i) Full – Time																
(ii) External																
SCIENCE																
(i)Final Diploma																
(ii) Intermediate Diploma																
MEDICINE																
(i) Internal																
(ii) External																
EDUCATION																
(I)Full – Time																

(ii)Part – Time																
OTHERS *(Pls specify)*																
GRAND TOTAL																

GRADUATE QUALITY (First Degree)

Year/ First degree/ Faculty	2009					2010					2011					
	1st Class Honour	2nd class Honour upper division	2nd class Honour lower division	3rd class honour	Pass	1st class Honour	2nd class Honour upper division	2nd class Honour lower division	3rd class honour	Pass	1st class Honour	2nd class Honour upper division	2nd Class Honours	3rd Class Honour	Pass	Total
ARTS																
SCIENCES																
MEDICINE																
AGRICULTURE & FORESTRY																

SOCIAL SCIENCES																
EDUCATION																
VETERINARY MEDICINE																
TECHNOLOGY																
LAW																
Others *(pls specify)*																
GRAND TOTAL																

Year / First degree / Faculty	2012					2013					2014					Total
	1st Class Honour	2nd class Honour upper division	2nd class Honour lower division	3rd class honour	Pass	1st class Honour	2nd class Honour upper division	2nd class Honour lower division	3rd class honour	Pass	1st class Honour	2nd class Honour upper division	2nd Class Honours	3rd Class Honour	Pass	
ARTS																
SCIENCES																
MEDICINE																
AGRICULTURE & FORESTRY																
SOCIAL SCIENCES																

EDUCATION																
VETERINARY MEDICINE																
TECHNOLOGY																
LAW																
Others *(pls specify)*																
GRAND TOTAL																

Appendix 3.2

UNIVERSITY OF IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

RESOURCE FACTORS UTILIZATION, MONITORING, REPORTING

AND ACCOUNTABILITYQUESTIONNAIRE (RFUMRAQ)

(To be filled by Students and Lecturers of First Degree Programme)

This instrument is designed to gather data on resources utilization, monitoring, reporting and accountability in this institution. Information supplied by respondents would be treated with utmost confidentiality and used for academic purpose only. Your sincere response would be highly appreciated.

Thank you.

SECTION A: BACKGROUND INFORMATION

- University:……………………………………………………………
- Name of Department:……………………………………………………
- Faculty: …………………………………………………………………
- Category of Respondent: Student [   ] Lecturer [   ] Administrator [   ]
- Highest Academic Qualification:

First Degree [ ] Master Degree   [ ] Ph.D. [ ]

- Years of Experience: 1-10 yrs [ ] 11-20 yrs [ ] 21 and above [ ]
- Gender: Male [ ]   Female [ ]

Kindly indicate the extent to which you agree or disagree with each of the following statements in Section B – Section E.

SA - Strongly Agree;   A - Agree;   D - Disagree; SD - Strongly Disagree

SECTION B: Resource Factors (Financial, Human, and Material) Utilization

S/No.	Statement	SA	A	SD	D
1	Financial resources are used for the improvement of university undergraduates.				
2	Financial resources in universities are appropriately used for what they are allocated for.				
3	Human resources are used for the improvement of university undergraduates.				
4	Human resource allocation to specific tasks in the university is based on qualification of the staff.				
5	The material resources are used for the improvement of undergraduate students.				
6	Facilities in the university are used optimally.				

SECTION C: Resource Factors (Financial, Human, and Material) Monitoring

S/No.	Statement	SA	A	SD	D
1	Financial resource is monitored from point of allocation to implementation.				
2	Evaluation of financial resource effect on quality of undergraduate students is carried out.				
3	Human resource is monitored from point of job allocation to job implementation.				
4	Periodical staff appraisal on job implementation is carried out by the university.				
5	The quality of facilities are monitored from the point of procurement/construction to utilization.				
6	Regular appraisal on the maintenance status of material resources in the university.				

SECTION D: Resource Factors (Financial, Human, and Material) Reporting

S/No.	Statement	SA	A	SD	D
1	Financial resource utilization, monitoring and evaluation is reported for improvement in the quality of undergraduate students				
2	The adherence to financial activities as specified by regulations and restriction are reported to achieve academic excellence				
3	Human resource utilization, monitoring and evaluation is reported for improvement in the quality of undergraduate students				
4	The adherence to staff job performance as specified by regulations and restriction are reported to achieve academic excellence				
5	Material resource utilization, monitoring and evaluation is reported for improvement in the quality of undergraduate students				
6	The adherence to specified regulations and restriction on facilities are reported to achieve academic excellence				
3	Human resource utilization, monitoring and evaluation is reported for improvement in the quality of undergraduate students				

SECTION E: Resource Factors (Financial, Human, and Material) Accountability

S/No.	Statement	SA	A	SD	D
1	Officer-in-charge are liable to account for financial resources allocated to them				
2	Officer-in-charge are liable to account for human resources allocated to them				
3	Officer-in-charge are liable to account for materials/facilities assigned to them				

Appendix 3.3

RATING SCALE FOR NIGERIAN UNIVERSITY GRADUATES

To be filled by employers of labour in both private and public enterprises)

This instrument is designed to gather data on employer's rating of graduates employed in this organization. Information supplied by respondents would be treated with utmost confidentiality and used for academic purpose only. Your sincere response would be highly appreciated. Thank you.

SECTION A: Quality of Nigeria Graduates Inventory

Please tick right (√) in the box appropriate to your response to the following question.

- Sex: Male (   )   Female (   )
- Employer: Private (   ) Public (   )
- How many graduates are employed in your firm?:
- What are their academic qualifications (state number), Bachelor's degree ( )
   master's degree ( ),Ph.D ( ).

SECTION B: Basic Employability Skill Guide for Local Employers

Kindly indicate your perception of the quality of Nigeria University graduates in your establishment. Please note that (1 = very low quality, 2 = low quality, 3 = high quality, and 4 = very high quality)

S/N	Rating Indices	RATE			
		1	2	3	4
	Analytical skill				
	Communication (oral & written)				
	Commitment to duty				
	Critical thinking				
	Decision making				
	Development/completion of projects				
	Entrepreneurship				
	Human relations				
	Information technology				
	Initiative				
	Manipulative skill				
	Numeracy				
	Problem solving ability				
	Professional turnover/output				
	Resource management				
	Risk management				
	Self-directed learning				
	Supervisory ability				
	Use & maintenance of office equipment				
	Work ethics				

SECTION C: EMPLOYER SATISFACTION

Indicate how often you considered your employees for following activities	Never	occasionally	often	always	ever
You enlisted your employees among the committee members for the last 4 years					
You considered your employees to be among decision makers					
You promote your employees over the last years					
You have rewarded your employees for the job well-done					
You have scheduled your employees to attend international conferences					
You have asked your employees to represent your organisation in corporate gathering					

Table 3.3:   Schedule of IDI and KII with Directors

Ministries	Directors	Date	Companies	Directors	Date
Education	1	7th Nov,2017	Tetra park	1	27th Nov,2017
Science and	1	8th Nov,2017	Fri-goglass	1	28th Nov,2017
Technology			Nicapaco	1	29th Nov, 2017
Agriculture	1	9th Nov,2017	Zinox	1	30th Nov,2017
Rural			Unilever	1	1st Dec,2017
Development	1	10th Nov,2017	Procter &		
Finance	1	13th Nov,2017	Gamble	1	4th Dec, 2017
Environmental	1	14th Nov,2017	Nestle	1	5th Dec,2017
Health	1	15th Nov,2017	MTN	1	6th Dec,2017
Justice	1	16th Nov,2017	Airtel	1	7th Dec,2017
Information	1	17th Nov,2017	First Bank	1	8th Dec,2017
Works	1	20th Nov,2017			
Total	10		Total	10	

Source Researcher

Appendix 4

Table 4: Trend of Funds received by Public Universities in Nigeria

Year	Recurrent Grants (Naira)	Capital Grants (Naira)
2000	28 206 218 865. 91	1 936 785 632. 00
2001	28 419 719 502. 84	4 226 691 359. 00
2002	30 351 483 193. 00	
2003	34 203 050 936. 33	
2004	41 492 948 787. 01	11 973 338 699. 00
2005	49 453 098 168. 72	8 822 869 440. 00
2006	75 400 267 475. 00	6 976 416 815. 00
2007	81 757 053 487. 00	8 808 205 850. 00
2008	92 219 484 808. 00	14 414 135 937. 00
2009	98 028 449 198. 00	10 571 861 732. 00
2010	14,021,040,000.00	126,189,360,000.00
2011	15,835,710,000.00	142,521,390,000.00
2012	15,835,710,000.00	142,521,390,000.00
2013	18,654,545,410.00	167,890,908,500.00

Source: Central Bank of Nigeria (2013). Statistical Bulletin

Appendix 5

Table 5a. Budgetary Allocation to Public universities from education budget in Nigeria

Year	Capital allocation to education	Recurrent allocation to education	Capital allocation to public universities	Recurrent allocation to public universities	% allocation to PU
1999	-	2,700,000,000,000	1,469,500,000	10,362,430,271.98	44.0
2000	11,425,730,621	2,951,493,776,900	1,936,785,632.00	28,206,218,865.91	40.2
2001	24,800,000,000	38,983,776,900	4,226,691,359.00	28,419,719,502.84	47.2
2002	22,100,000,000	51,335,499,300	000	30,351,483,193.00	41.3
2003	13,981,206,481	61,726,621,039	000	34,205,050,936.33	45.2
2004	21,550,000,000	72,217,886,839	11,973.338,699.00	41,492,948,787.00	57.0
2005	27,440,790,000	92,594,737,799	11,423,660,000.00	45,264,489,886.00	47.2
2006	35,791,763,831	129,421,908,835	7,080,757,723.10	89,195,206,559.26	74.4
2007	48,293,513,848	137,478,261,081	9,430,127,234.00	75,535,305,299.00	45.7
2008	47,750,746,670	162,478,261,081	15,402,382,798.00	93,558,110,78 1.00	51.8
2009	33,625,096,425	1,830,14,340,686	11,110,830,980.00	101,134,141,830.00	51.8
2010	97,208,440,839	198,084,948,657	14,021,040,000.00	126,189,360,000.00	47.5
2011	35,088,896,911	304,392,631,774	15,835,710,000.00	142,521,390,000.00	46.5
2012	55,056,589,805	345,091,448,178	20,690,340,000.00	186,.213,060,000.00	51.7
2013	71,987,785,489	360,822,928,272	18,654,545,410.00	167,890,908,500.00	43.2
Average percentage					45.2

Sources: Central Bank of Nigeria (2013). Statistical Bulletin and Information. Retrieved from www.nigeria.gov.ng

Table 5b: Percentage of budgetary allocation to public universities from education budget in Nigeria

Year	1999	2000	2001	2002	2003	2004	2007	2008	2009	2010	2011	2012	2013
% Capital	12.4	6.4	12.9	000	000	22.4	11.1	14.1	9.9	10	10	10	9.9
% Recurrent	31.6	33.8	34.3	41.3	45.2	34.6	34.6	37.7	41.9	37.5	36.5	41.7	33.3
% Allocation to public universities	44.0	40.2	47.2	41.3	45.2	57.0	45.7	51.8	51.8	47.5	46.5	51.7	43.2

Source: Central Bank of Nigeria (CBN, 2013).

Appendix 6.1

Table 6: Education as a percentage of federal government expenditure (1992 to 2014)

S/N	YEAR	TOTAL BUDGET	ALLOCATION TO EDUCATION	% OF BUDGET TO EDUCATION
1	1992	N52,036,021,610	N2,008,340,430	3.86
2	1993	N114,600,529,300	N6,436,080,750	5.62
3	1994	N110,500,000,000	N,878,084,920	7.9
4	1995	N155,200,000,000	N12,78,676,390	8.20
5	1996	N188,221,068,083	N12,135,951,790	6.45
6	1997	N404,000,000,000	N16,440,162,815	4.07
7	1998	N260,000,000,000	N26,721,320,906	1.03
8	1999	N419,500,000,000	N27,712,000,000	6.61
9	2000	N677,511,714,733	N56,668,169,766	8.36
10	2001	N894,214,805,186	N62,567,055,43	7.00
11	2002	N1,064,801,253,520	N73,435,499,300	6.89
12	2003	N765,100,000,000	N13,900,000,000	1.83
13	2004	N9,258,974,35900	N72,220,000,000	7.8
14	2005	N1,115,542,11000	N92,590,000,000	8.3
15	2006	N1,914,942,52900	N166,600,000,000	8.7
16	2007	N2,253,770,49200	N137,480,000,000	6.07
17	2008	N1,615,384,61000	N210,000,000,000	1.3
18	2009	N2,119,811,320,000	N224,700,000,000	10.6
19	2010	N42,375,000,000,000	N271,200,000,000	6.4
20	2011	N49,403,225,800,000	N306,300,000,000	6.2
21	2012	N47,642,857,100,000	N400,200,000,000	8.4
22	2013	N4,987,220,425,601	N426,500,000,000	8.57
23	2014	N4,642,960,000,000	N495,283,130,268	10.67

Source: Central Bank of Nigeria (CBN) Statistical Bulletin, 2014

Appendix 6.2a

Table 3.1a: Study Population (Subjects of the population used)

University	Faculty	Department	Lecturer	Student	DAP	Bursar	HOD
University of Ibadan	13	107	1383	19,787	1	1	107
Lagos state university	11	60	778	20,000	1	1	60
Total	24	167	2161	39,787	2	2	167

Source: University of Ibadan pocket statistics, 2014;   https://www.wikipedia.org

DAP=Director of academic planning   HOD= Head of Department

Appendix 6.2b

Table 3.1b: Study Population (Subjects of the population used)

	Oyo State	Lagos State
Ministries	7900	8000
Business Enterprise	20000	30000
Total	27900	38000

Appendix 6.3

Table 3.2:   **Sample and the procedure adopted for the study**

	Number Selected	Sampling Techniques
University	2	Stratified
Faculty	24	Census (100%)
Department	33	Simple Random Sampling (20% of population)
Employers of Labor	20	Purposive Sampling (capable of employing university graduates
Director of a cademic planning	2	Census
Bursar	2	Census
Head of Department	33	Simple random Sampling
Lecturers	47	Simple Random Sampling
First Degree Graduates	1000	Simple Random Sampling
Post Graduate Students	472	Simple Random Sampling
Total Respondents	1576	

Appendix 7.1

Over-crowded & Over-stretched Facility with inadequate Furniture, MOUA Umudike

Appendix 7.2: University Students Attending Regular Academic Lecture in a Sports Pavilion: Umudike

Appendix 7.3: Peeping through the Window for Lectures: University of Maiduguri

Appendix 7.4: Typical Over-crowded Lecture Hall: DELSU, Abraka

27-03-2012   DAY 2, CAMPUS 2 DELSU ABRAKA

Appendix 7.5: Simultaneous Lectures Going on in an Improvised Facility, FUT Owerri

Appendix 7.6

Kerosene Stoves as Improvised Bunsen burners

UNIVERSITY OF UYO SCIENCE FACULTY,CHEMISTRY LAB TOWN CAMPUS.   26th March,2012