

RETROSPECT AND PROSPECT OF
UNIVERSITY EDUCATION IN NIGERIA

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Abstract

This paper examined the retrospect and prospect of educational development more especially from 1914 to the present with a keen focus on the University education which include the public, private and Open Universities. A total of 84 public universities, 60 private and 27 learning centres of the National Open University of Nigeria have been identified. The general problems confronting the university system such as gross underfunding, infrastructural decay, frequent strikes, examination malpractices and other vices have been sought, reviewed and discussed. The study concluded that the available number of public universities would require a collaborative effort with the public, private and Open Universities to fulfil the educational aspiration of the army of Nigerian school leavers that are being turned out annually. Consequent upon this, recommendations were made to both federal and state governments and other education stake holders to increase the funding of education to the 26% annual budget of UNESCO's specification and to extend the ETF to private universities so as to promote teaching and research in the Nigerian universities.

Key Words: Public Universities, Private Universities, National Open University of Nigeria (NOUN), underfunding.

Introduction

Traditional education is the oldest form of education in Nigeria. However, Islamic education in Nigeria was claimed to have established its earliest contact by a Muslim scholar – Hamed Muhammed Mani, with a Kanem ruler – Umme Jibrin (1085 – 1097) who accepted Islam and his children continued the practice of the religion as well as scholarship. (Trimingham, 1954). From 1842 onwards, many Christian missions came to Nigeria belonging to two main divisions of Christianity: the Roman Catholic and the Protestants. Both competed in creating schools, hospitals and essentially, churches. Their sole aim was to convert ‘pagans’ and Muslims to Christianity. As conversion was easier through education, schools were established and religion formed the main course of study but, slowly subjects like reading, writing, Arithmetic and singing were also taught (Thakur & Ezenne (1980). These subjects helped to produce, converts who would later become teachers, clerics and catechists. The teaching-learning process was mainly dominated by rote learning.

Educational Development in Nigeria (1900 – 1960)

The Lugard’s Education Ordinance of 1916 had proved abortive but Phelps-Stokes Commission of 1924 – 26 in its reports favoured the development of post-secondary and higher education in Nigeria in addition to the development of local languages. (Taiwo, 1980). Besides, three other commissions facilitated the development of higher education in Nigeria: these are: Justice Cyril Asquith Commission of August 1943- June 1945, Walter Elliot Commission of June 1943 – June 1945 (Both of which saw to the establishment of the University of Ibadan in 1948) and Sir Eric Ashby Commission of April 1959 – September 1960. Which supported and paved way for investment in education. One of the outcomes of the Ashby Commission’s report was that universities and enrolment there in increased from one university having an enrolment of 1,395 to 13 universities with an enrolment of 41,499 students in 1976 (Taiwo 1980:228). See Table 1.

The University College, Ibadan also transformed into the University of Ibadan in 1962, leading to increased efforts to diversify

its courses and make them more relevant to Nigeria's needs. In the same vein, the University of Nigeria, which the government of Eastern Nigeria has proposed to establish by enacting an enabling law since 1955, was eventually opened at Nsukka on 7th October, 1960. Abiri & Jekayinfa, (2008). Similarly, the University of Northern Nigeria law of 1961, which later became Ahmadu Bello University was opened in Zaria by the government of Northern Nigeria on 4th October, 1962 while the government of Western Nigeria too (having passed the University of Ife law of 1961) opened on 24th October, 1962; this was later re-named Obafemi Awolowo University.

While these three universities were initially funded and maintained by the Regional Governments concerned in each case, the Federal Government established the University of Lagos in June, 1962 consequent upon the report of an eight-man advisory commission set up by the UNESCO (1961). Meanwhile, Teachers' Colleges, later known as Colleges of Education were also established from 1962 and award the Nigeria Certificate in Education (NCE) instead of the Grade I Teachers' Certificate.

Retrospect of Educational Development in Nigeria.

The era of 1960s to mid 1970s was the glorious age of education in Nigeria. Formal education was held in honour and its beneficiaries were found worthy in learning and in character. Jobs were waiting for them. The products of such universities were exemplary in learning and character and the society respected scholarship and excellence. There were openings in both public and private sectors for employment people struggled hard to acquire education and there was no recourse to malpractice. Those who attempted to get education by crook were held in disdain. Indeed, those who acquired wealth fraudulently were despised even by the poorest in the society. Before the convocation, graduates of those days knew where they would take up appointments. Prospective employers used to come and interview their candidates in the university. The cherished ideals and values were upheld at all times and integrity and transparency were manifested. (Ojerinde, 2011).

It was equally recalled that when the first generation universities were established; they had almost everything. "The

hostels were home away from home” (Osagie, 2009). Students had chicken every Sunday, they lived one student to a room. If there were two, it was a crowd. The class sizes were small and the lecturers knew every student by name. The environment used to be very neat and dignified. The lawns were neatly mowed, the flowers blossoming and crisply trimmed. The laboratories had equipment, chemicals and reagents. In those days, anyone who finished from University of Ibadan, Lagos, Ife, Zaria or Nsukka with a first-class or a second-class upper was admitted straight for a postgraduate programme in any foreign university (Osagie, 2009).

A review of literature reveals that government control of the universities became stronger under the military (Taiwo, 1980), Yahaya (1991), Abiri and Jekayinfa, (2008) and Osagie, (2009), but unknown to the army officers, freedom to teach and research can not be legislated. The army legislated various measures across the universities; no more feeding for students; admissions through JAMB (by decree No. 2 of 1978); staff salaries same as general civil service etc. Memo were developed in the office of the Secretary to the Government of the Federation and applied to the universities without further thoughts, public sector legislation was applied authoritatively and with little thought to the universities.

The General Overview of University Education in Nigeria:
The Nigerian universities are generally grouped according to their dates of establishment as follows:

First Generation Universities:

Five of these universities were established between 1948 – 1962, following the recommendation of Ashby Commission set up by the British Colonial Government to study the needs for university education for Nigeria. These universities are fully founded by the Federal Government. They were established primarily to meet the man power needs of Nigeria and set basic standards for university education in the country. These universities have continued to play their roles for manpower developments and provision of standards, which have helped to guide the subsequent establishments of other generations and states universities in Nigeria.

Second Generation Universities:

These are the universities established in Nigeria between 1970 – 1985. With the increasing population of qualified students for university education and growing needs for scientific and technological developments, setting up of these universities became imperative as 12 additional universities were established and their locations are across the various parts of the country. (see table 1). It is equally important to note that the Nigerian Defence Academy, which was the only Military Academy established initially to be the training academy for young army officers was upgraded to degree awarding status in 1985, thereby joining the ‘bandwagon’ of the second generation universities.

Third Generation Universities:

The need to establish these universities arose from the necessity of addressing special areas of Technological and agricultural demand which prompted the setting up of additional universities between 1988 and 1992.

State Universities

Increased pressure from qualified students in each state who could not readily obtain admissions into any of the Federal universities continued to mount on the state governments. It therefore became urgent for some state governments to invest in the establishment of universities with the South-south and South-east geo-political zones taking the lead. (see table 2). Therefore, the division into 2nd and 3rd generation universities on the basis of their dates of establishment between federal and state universities cannot be said to be “stratified” but rather “over lapped” (see table 2).

Private Universities:

In the third republic of 1999, when the military returned the country to democratic rule, the establishment of private universities commenced consequent upon the established law in 1993 which allowed private sectors to establish universities following certain guidelines, the outgoing military regime in 1999 announced the

approval of some private universities. Hence, the year 1999 formed the landmark of private universities in Nigeria with three of them being approved and established, (see table 3).

Finally, the National Open Universities of Nigeria (NOUNS) came into existence.

Table 1: List of Federal Universities in Nigeria by Date.

S/No.	Universities	Date of establishment
1.	University of Ibadan	1948
2.	University of Nigeria Nsukka	1960
3.	University of Lagos	1962
4.	Obafemi Awolowo University, Ile-Ife	1962
5.	Ahmadu Bello University, Zaria	1962
6.	University of Benin	1970
7.	Bayero University, Kano	1975
8.	Usman Dan Fodio University, Sokoto	1975
9.	University of Maiduguri	1975
10.	University of Calabar	1975
11.	University of Port Harcourt	1975
12.	University of Jos	1975
13.	University of Ilorin	1975
14.	Federal University of Technology, Owerri	1980
15.	Federal University of Technology, Akure	1981
16.	Federal University of Technology, Minna	1982
17.	Nigerian Defence Academy (NDA)	1985
18.	Abubakar Tafawa Balewa University, Bauchi	1988
19.	Modibo Adama University of Technology, Yola	1988
20.	University of Abuja, Gwagwalada	1988
21.	University of Agriculture, Abeokuta	1988
22.	University of Uyo	1991
23.	Michael Okpara University of Agriculture, Umudike	1992

24.	Nnamdi Azikwe University, Awka	1992
25.	National Open University of Nigeria, Lagos	2002
26.	Federal University of Petroleum Resources, Efurum	2007
27.	Federal University, Dutse, Jigawa State	2011
28.	Federal University, Dusi-Ma Katsina	2011
29.	Federal University, Lafia, Nasarawa State	2011
30.	Federal University, Lokoja, Kogi State	2011
31.	Federal University, Ndufu-Alike, Ebonyi State	2011
32.	Federal University, Otuoke, Bayelsa	2011
33.	Federal University, Oye-Ekiti, Ekiti State	2011
34.	Federal University, Wukari, Taraba State	2011
35.	Nigerian Police Academy, Wudil	2012
36.	Federal University, Gashua	2013
37.	Federal University, Birnin Kebbi	2013
38.	Federal University, Gusau	2013
39.	Adeyemi University of Education, Ondo	2015
40.	Nigeria Maritime University, Okerentoko	2015
41.	Alvan Ikoku University of Education, Oweri	2015
42.	Federal University of Education, Kano	2015
43.	Federal University of Education, Zaria	2015
44.	Federal University of Health Sciences, Otukpo	2015

Source: NUC (2015)

Meanwhile, as the journey continued, the number of Federal Universities became grossly inadequate to satisfy the yearnings of the army of Nigerian Youths being turned out annually from Secondary schools. Therefore as from 1982 onwards, the establishment of state universities commenced.

Table 2: List of State Universities by Date

S/No.	Universities	Date of establishment
1.	River State University of Science and Technology	1979
2.	Abia State University, Uturu	1980
3.	Ambrose Alli University, Ekpoma	1980
4.	Enugu State University of Science and Technology, Enugu	1981
5.	Olabisi Onabanjo University, Ago- Iwoye	1982
6.	Lagos State University, Ojo, Lagos	1983
7.	Ekiti State University	1988
8.	Ladoke Akintola University of Technology, Ogbomosho	1990
9.	Benue State University, Makurdi	1992
10.	Delta State University, Abraka	1992
11.	Imo State University, Owerri	1992
12.	Adekunle Ajasin University, Akungba	1999
13.	Kogi State University, Anyigba	1999
14.	Anambra State University of Technology, Uli	2000
15.	Niger Delta University, Yenagoa	2000
16.	Ebonyi State University, Abakaliki	2000
17.	Kano University of Science and Technology, Wudi 1	2000
18.	Adamawa State University, Mubi	2002
19.	Nasarawa State University, Keffi	2002
20.	Akwa Ibom State University, Ikot Akpaden, Uyo	2004
21.	Cross River State University of Science and Technology, Calabar	2004
22.	Gombe State University, Gombe	2004
23.	Kaduna State University, Kaduna	2004
24.	Ibrahim Badamasi Babangida University, Lapai	2005
25.	Ignatius Ajuru University of Education, Pumaolumeri	2005

26.	Tai Solarin University of Education, Ijebu-Ode	2005
27.	Plateau State University, Bokokos	2005
28.	Bukar Abba Ibrahim University, Damaturu	2006
29.	Kebbi State University, Brinin – Kebbi	2006
30.	Osun State University, Osogbo	2006
31.	Umaru Musa Yaradua University, Katsina	2006
32.	Ondo State University of Science and Technology, Okitipupa	2008
33.	Taraba State University, Jalingo	2008
34.	Kwara State University, Ilorin	2009
35.	Sokoto State University, Sokoto	2009
36.	Bauchi State University, Gadau	2011
37.	North-West University, Kano	2012
38.	Technical University, Ibadan	2012
39.	Jigawa State University	2013
40.	Ondo State University of Medical Sciences	2015

Source: NUC (2015)

The emergence of private Universities in Nigeria

By the year 1979, it was clear that the Nigerian university system had lost academic excellence and decency. Many Nigerians in and outside Government circles started worrying about how to rescue the situation within the universities (Nyako, 2001, in Osagie, 2009), i.e. collapse and disrepute of the educational system. Two lines of suggestion were then canvassed: let the churches take over and introduce moral instruction into the universities or let the private sector run the universities since they would bring into the institutions, the same efficiency with which they had managed the finances in the business sector. In 1991, the Federal Military Government of General Ibrahim Badamosi Babangida set up Longe Commission on the review of Higher Education in Nigeria which submitted its report titled: "Higher Education in the Nineties and beyond" in 1993 which led to the promulgation of education (National Minimum Standards and Establishment of Institutions) (Amendment) for the

abrogation of federal or state government’s monopoly of university education allowing private organizations, corporate bodies and individuals to establish university institutions.

In 1999, the history of higher education in Nigeria witnessed a turning point with the approval and licensing of the first three private universities in Nigeria on 10th May, 1999. Subsequently in 2001, 2002, 2003, 2005, 2006, 2007, 2009 and 2011.

Table 3: List of Private Universities by Date, Location, State, Type and Proprietorship.

S/N	Name of Institution	Date	Location	State	Type	Proprietorship
1.	Igbinedion University	1999	Okada	Edo	Conventional	Chief Gabriel Igbinedion
2.	Babcock University	1999	Ileshan	Lagos	“	Seventh-Day Adventist
3.	Madonna University	1999	Okija	Anambra	“	Rev. Fr. (Prof.) E. Ede
4.	Bowen University	2001	Iwo	Osun	“	Baptist convention
5.	Benson-Idahosa University	2002	Benin City	Edo		Bishop Benson Idahosa
6.	Pan African University	2002	Lagos	Lagos		Prof. Pat Utomi
7.	Covenant University	2002	Ota	Ogun		Living Faith Church
8.	ABTI-American University of Nigeria	2003	Yola	Adamawa		Alhaji Atiku Abubakar
9.	Redeemers University	2005	Mowe	Lagos		Redeemed
10.	Ajayi-Crowther University	2005	Ibadan	Oyo		Anglican
11.	Al-Hikmah University	2005	Ilorin	Kwara		Islamic
12.	Caritas University	2005	Amprjinke	Enugu		Catholic (the Sisters of Jesus Saviour)
13.	CETEP City University Omoyajowu	2005	Onike Yaba	Lagos		Chief Joseph

14.	Bingham University	2005	Karu	Nasarawa		Evangelical Church of West Africa
15.	Katsina University	2005	Katsina	Katsina		Islamic
16.	Renaissance University	2005	Ojiagu-Agbani	Enugu		Dr. Chimaroke Nnamani
17.	Bells University of Technology	2005	Ota	Ogun		Chief (Gen) Olusegun Obasanjo
18.	Lead City University	2005	Ibadan	Oyo		Eduserve Consult/Prof. Jide Owwoeye
19.	Crawford University	2005	Igbesa	Ogun		Apostolic Faith
20.	Wukari Jubilee University	2005	Wukari	Taraba		JBC Seminary Inc. (Mission Organization) & Taraba Community Project)
21.	Crescent University	2005	Abeokuta	Ogun		Prince Bola Ajibola
22.	Novena University	2005	Kwale	Delta		Mr. Chuks Ochonogor
23.	University of Mkar	2005	Gboko	Benue		Nongo u Kristu u Sudan hen Tiv (NKS) or The Church of Christ in Sudan among the Tiv
24.	Joseph Ayo Babalola	2006	Ikeji-Arakeji	Osun		Christ Apostolic Church
25.	Obong University	2007	Obong-Inta	Akwa-Ibom		Individual
26.	Caleb University	2007	Ikoyi	Lagos		Individual
27.	Fountain University	2007	Osogbo	Osun		Islamic
28.	Salem University	2007	Lokoja	Kogi		Foundation Faith
29.	Tansian University	2007	Oba	Anambra		Individual

30.	Veritas University	2007	Abuja	FCT		Catholic
31.	Western Delta University	2007	Oghara	Delta		Individual
32.	Wesley University of Science and Technology	2007	Ondo	Ondo		Methodist
33.	Achievers University	2007	Owo	Ondo		Individual
34.	African University of Science and Technology	2007	Abuja	FCT		African Union
35.	Wellspring University	2009	Evbubanososa	Edo		Individual
36.	Paul University	2009	Awka	Anambra		Individual
37.	Rhema University	2009	Obeama-Asa	Rivers		Individual
38.	Oduduwa University	2009	Ipetumodu	Osun		Individual
39.	Afe Babalola University	2009	Ado-Ekiti	Ekiti		Barr. Afe Babalola
40.	Godfrey Okoye University	2009	Ugwuomu-Nike	Enugu		Chief Godfrey Okoye
41.	Nigerian Turkish Nile University	2009	Abuja	FCT		Individual
42.	Adeleke University	2011	Ede	Osun State		Dr. Deji Adeleke
43.	Baze University	2011	Kuchigoro	FCT, Abuja		Alhaji (Dr.) Ahmadu Abubakar
44.	Landmark University	2011	Omu-Aran	Kwara State		Living Faith Church
45.	Samuel Adegboyega University	2011	Ogwa	Edo State		The Apostolic Church
46.	Elizade University, Ilara-Mokin	2012	-	-	-	-
47.	Evangel University, Akaeze	2012	-	-	-	-
48.	Gregory University, Uturu	2012	-	-	-	-
49.	Mcperson University, Seriki Sotayo, Ajebo	2012	-	-	-	-

50.	South Western University, Oku Owa	2012	-	-	-	-
51.	Augustine University	2015	-	-	-	-
52.	Christland University	2015	-	-	-	-
52.	Christopher University	2015	-	-	-	-
53.	Edwin Clark University, Kaigbodo	2015	-	-	-	-
54	Hallmark University	2015	-	-	-	-
55	Hezekiah University, Umudi	2015	-	-	-	-
56	Kings University	2015	-	-	-	-
57	Michael & Cecilia University	2015	-	-	-	-
58	Mountain Top University	2015	-	-	-	-
59	Ritman University	2015	-	-	-	-
60	Summit University	2015	-	-	-	-

Source: NUC(2015)

As at 2012, Nigerian Government through the National Universities Commission has granted approval and licenses to forty-five (45) private universities as shown in Table 3 above. Out of the number, nineteen (19) are directly owned by Christian religious organizations, nineteen (19) Private Universities belong to individuals, while three (3) are owned by group of individuals. The rest information about the private universities established from the year 2012 beyond were not yet available on the internet as at the time of this report.

Rationale for Private Universities

On Saturday April 4, 2009: 1, 182,351 candidates sat for JAMB Examinations to Nigerian Universities. Only about 200,000 would be eventually admitted. This is about seventeen percent. The conduct and quality of the JAMB itself has been alleged to have been marred by wide spread irregularities and malpractices (Okorosaye-Orubite, 2013). This development is indicative of certain ideological realities. That the public universities having been under funded by the

governments have lapsed into infrastructural decay and thereby, yielding ground for emergence of private universities. That the public supply of higher education has fallen short of demand. For example, in the year 2009, more than one million candidates were competing for 200,000 available spaces. That private universities are evidently needed to absorb the excess demand of prospective undergraduates. Therefore, the ardent believer in private universities are of the view that even if they are more expensive than the “heavily subsidised” public ones, yet Nigerians are prepared to pay rather than being denied.

The Emergence of National Open University of Nigeria (NOUN)

The National Open University of Nigeria (NOUN) is a distance learning university founded to bring higher education to people who are unable to study at conventional universities. It is for people already with jobs, people with disabilities or commitment that hinders them to go to a fixed place for their university education. NOUN is an effort to bring university education to the door-step of people – Nigerians who are both hungry and thirsty for knowledge and more importantly, to enhance their status at work (Amali, 2008). In keeping with the objectives of the university education in Nigeria, among which is to: “contribute full quota of high-level manpower development needed for rapid modernization of this country”. (Biobaku, 1972: 71). Therefore, NOUN becomes a spring board for open and distance learning through which a large number of Nigerians would have their educational problems addressed and their career ambitions realized. However, the Open University bill was first passed by the House of Representatives on 16th July, 1981 during the second republic under the presidency of Alhaji Shehu Shagari, but the upper house (Senate) turned down the bill in September, 1981. The bill was passed again on 20th April, 1983 (after 19 months). But on the 7th May, 1984, NOUN was suspended by the then military head of state, General Muhammadu Buhari who gave the reason behind the suspension as lack of available and adequate infrastructure for which the government then could not afford (New Nigerians, Tuesday, 8th May, 1984. P1).

Meanwhile, President Olusegun Obasanjo's administration implemented the rebirth of NOUN in Nigeria. He formally launched the academic programme on 1st October, 2002, after his administration had reactivated the bill that was passed by the National Assembly in the year 2001 (Robita, 2006).

The Relevance of NOUN to Educational Development

NOUN is a federal government institution established to provide and is providing flexible and enhanced access to education through open distance learning. The Headquarters is in Lagos with campuses in Kaduna and liaison office in Abuja and twenty seven (27) study centres in the different parts of the six geo-political zones of the country. This means the students or beneficiaries of NOUN are all over the country. Hence, it is National in outlook.

The former head of state, President Olusegun Obasanjo for instance enrolled formally on Diploma programme soon after leaving office as president in June, 2007, and chose to study at a study centre in Abeokuta (Daily Sun, Wednesday, 27th December, 2006. P.15).

For over a decade now, NOUN has provided programmes which are rationally flexible to changing circumstances at Certificate, Diploma, Graduate and Postgraduate levels, in addition to refresher courses to meet the needs of university students. (Ambe-Uva, 2007). Recipients are not restricted to working adults who are willing to combine work with learning but also, house wives, handicapped persons as well as young men and women who must have had the minimum qualification for admission as determined by the Senate of the university. Besides, NOUN conducts continuous advancement and development of professionals such as Teachers, Accountants, Bankers, lawyers, Doctors, Engineers, Politicians, Merchants as well as other learner support facilities which include: Internet browsing, e-mailing, library and a range of communication channels made available at the study centres or at some designated places.

Below is a list of some of the NOUN study centres in the country.

Table 4: List of some NOUN's Study Centres, Location and State

S/No	Name of Centre	Location	State
1.	The NOUN Headquarters	Victoria Island, Lagos	Lagos
2.	The NOUN Planning Office	Abuja	FCT
3.	Federal College of Education, Yola	Yola	Adamawa
4.	Ramat Polytechnic	Maiduguri	Borno
5.	Plateau State Polytechnic	Birin/Ladi	Plateau
6.	Kano State Polytechnic	Kano	Kano
7.	Federal College of Education	Kano	Kano
8.	Niger State College of Education	Minna	Niger
9.	Shehu Shagari College of Education	Sokoto	Sokoto
10.	Kwara State College of Education	Ilorin	Ilorin
11.	Rivers State College of Education	Port Harcourt	Rivers
12.	College of Education	Ekiadolor	Rivers
13.	Federal Polytechnic	Nkede	Imo
14.	Institute of Management and Technology	Owerri	Imo
15.	Adeyemi College of Education	Ondo	Ondo
16.	The Polytechnic, Ibadan	Ibadan	Oyo
17.	Bishop Delisle College	Lokoja	Kogi
18.	Former NR/SDP building	Iyara	Kogi

Source: Amali (2008)

General problems confronting University Education in Nigeria

Essentially, there are three major problems confronting Nigerian Universities: these are poor funding; negative influence of corruption; and planning and implementation problems. There is the issue of poor funding of the educational sector. Adenuga (2002) pointed out that government expenditure on education as a ratio of a total government expenditure from 1970 to 2000 fell below the

minimum standard of 26.0% of annual budget prescribed by United Nations Educational Scientific and Cultural Organization (UNESCO). In a list of eight African States, Nigeria invested the least in education in the year 2000 by investing 0.7% of her GDP while Angola, Cote d'Ivoire, Ghana, South Africa, Tanzania, Mozambique and Uganda invested 4.9; 5.0; 4.2; 7.9; 3.4; 4.1; and 2.6 percent of their GDP respectively in Education. (Ayila, 2005).

Table 5: Education Financing in Nigeria 1970 – 2002 (Million Naira)

Year	Rec Amount	% of Rec to Total Exp on Edu	Capital Amount	% of Cap To Total Exp on Edu	Total Fed Exp on Edu	Total Fed Exp	Exp On Edu As % of Total Govt. Exp
1970	32	51.61	30	48.29	62	1130.1	0.55
1975	218.9	25.75	63.11	74.25	850.0	8258.3	10.29
1980	509.1	41.11	729.4	58.89	1238.5	2395.7	5.22
1985	697.2	84.67	126.2	15.33	823.4	12680.0	6.49
1990	2402.8	85.23	426.3	14.79	2819.1	626.2	4.68
1991	1256.3	50.88	297.0	19.12	1553.3	66584.4	2.33
1992	297.2	36.63	507.2	63.07	804.2	92797.4	0.87
1993	53364	84.28	995.1	15.72	6331.5	233806.5	2.71
1994	7382.8	78.25	2051.9	21.75	9434.7	22513.0	4.66
1995	9746.4	80.07	2426.4	19.93	12172.8	256520.7	4.75
1996	11667.0	78.4	3215.7	21.6	14882.7	288094.6	5.2
1997	12983.1	77.3	3808.2	224	16791.3	356262.3	4.7
1998	14034.8	57.0	10579.3	43.0	24614.1	487113.4	5.1
1999	23047.2	73.0	8516.6	27.0	31563.8	97690.0	33
2000	390340	78.6	10529.2	21.4	49563.2	701059.4	7.01
2001	39884.6	66.8	19860.0	33.2	59744.6	1018025.6	5.9
2002	100240.2	91.6	9215.0	8.4	109455.2	1018155.9	10.75
2003	64,755.9	81.5	14,680.2	18.5	791361	1225956.7	6.40

Source: CBN Statistical Bulletin, 2003 (in Ayila, 2005)

Table 5 above shows that Nigeria spends almost an insignificant proportion of her financial resources on education. Furthermore, the bulk of the allocation was for recurrent expenditure and just a little for capital development. According to the table, it was only in 1975 and 1992 that capital allocation were more than the recurrent ones. These small allocations account for the dilapidated structures and poor conditions of our institutions which have caused disruptions due to incessant strikes for their improvement and subsequently, the turnout of 'half-baked' graduates who do not have the complete intellectual knowledge and skills to function properly in the society, Adenuga (2002).

Yet, inspite of poor funding and its negative consequences, university populations continued to grow exponentially, leading to further strain on dilapidated structures. Student populations outstripped available lecture spaces and teaching resources; lecturers became over burdened with crowded classrooms and excessive grading responsibilities. Poor remuneration further dampened their morale.

Instead of responding to the quality issues resulting from over population, federal and state governments resorted to the proliferation of universities. The federal government even curiously announced the establishment of five new universities at a time when the existing ones had not been adequately funded. No provisions were made for capacity building opportunities for existing lecturers and the training of new ones. As a result, some retired professors became the bedrock of some new universities. To complicate matters, many lecturers sought and obtained employment abroad in order to nurture their professional potential. These developments have resulted in poor teaching and learning outcomes in our universities.

Another problem confronting the Nigerian Universities is the anti-intellectual culture resulting from the corruption and negative values of the society. Since the days of military administration, ethical values have been eroded and university standards have been lowered (Adeosun, 2009). The truncation of university autonomy was accompanied by government's interference in university affairs. The government's erstwhile proprietary role became an executive one,

with government officials dictating to university governing councils and senates. Vice Chancellors soon learnt the political act of defending their budgets and lobbying for subventions and excess crude funds. The diseases of the political system diffused into the universities as professors began to migrate between government and university positions. In no time the culture of scholarship gave way to the corruptive and materialistic culture of the political system. Thirdly, the government's poor planning and defective implementation of policies and projects is another problem that has adversely affected the universities. Within a short period of time, the overall education structure changed from 6-3-3-4 to 9-3-4. Within the same period, President Goodluck Jonathan's administration established nine new universities without regard to the problems facing the existing universities and mass unemployment of existing graduates. Although there are master plans and periodic development plans are constructed, they are not usually implemented; a number of federal and state universities have remained on their temporary sites for decades because the government has failed to back up its initial promise with funding. The government's failure to respect its agreement with the academic staff union of universities has frequently led to strikes and university closures.

Finally, the recent ranking of the World University Ranking (WUR) founded in 2008 and the Quacquarelli Symonds (QS) world university ranking which was launched in 2004 and ended in 2010 have successfully drawn attention to the deplorable state of the country's ivory towers and the lowly place of higher education among national priorities. Whereas Webometrics Ranking of Universities, which measures Web presence and content does not mention a single Nigerian University until after 1,600 others mentioned. The QS world University ranking, which concentrates on programme and instructional content also does not mention a Nigerian university at all. Yet, Nigeria like other nations, needs universities to train the management workforce that would propel the nation's development engine.

Conclusion

As a result of extensive research into the field of higher education in reviewing the socio-political retrospect and prospect of Nigeria at hundred, it may be proper to concluded that the education sector has been grossly underfunded in Nigeria from succeeding governments and this had resulted in brain drain which adversely affects academic integrity in Nigerian universities. Successive strike actions by ASUU and other trade unions in the Ivory Tower has resulted in devastating disruptions of academic programmes and unnecessary elongation of the students' period of graduation in the public universities. The values have changed negatively and this has led to several vices such as sexual harassment, cultism and examination malpractices.

Recommendations

In line with these conclusion statements, it hereby recommended that since public universities cannot possibly offer admission to the army of school leavers being turned out annually, a collaborative effort should be embraced for the provision of higher education in the country, i.e. public, private and open universities should be afforded to run the process of education in all disciplines of human endeavours. The Nigerian Government to devote 26 percent of the total annual budget on education according to the UNESCO's resolution so as to address the question of infrastructural decay and to boost teaching and research in the universities. Moreover, in as much as private universities are complimentary in providing education to the recipients, the Education Trust Fund (ETF) should also be extended to them as well. A monitoring committee should be constituted to monitor the disbursement and implementation of these funds; while religious organizations and parents are enjoined to instil morals and positive values to the youths so as to curb the problems of indecent dressing, drug addiction, prostitution, cultism, examinational malpractices and other vices in the society.

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