

THE QUALITY OF NIGERIAN HIGHER EDUCATION AND THE FUNDING OF LIBRARY RESOURCES

OMOPUPA KAMAL TUNDE* & ABDULRAHEEM ISSA**

*Department of Library and Information Science, University of Ilorin, Nigeria

**Dept. of Management Sciences, Kwara State University, Malete, Nigeria

*E-mail address for correspondence: omopupa.kt@unilorin.edu.ng

Abstract: *Dwindling in the quality of Nigerian higher education has been attributed to many factors including funding, National University Matriculating Examination System. Writers have not examined the impacts that library resources have on the quality of education in Nigeria. Although, there is no internationally recognized definition of academic standards and quality in higher education but for its purposes various countries have their own quality assurance agencies (Shah and Maiyeka, 2013). Yet, universities in Nigeria are competing with each other at achieving the best grades and will like to be seen as one of the best universities to study, having a good library where students can count on, when they need it will definitely improve the standard of the university education which will also give it a competitive advantage over others. Moreover, students regard the library as a place to undergo academic works, including finding and using information resources. It is frustrating for students if research materials are not available or library atmosphere not conducive. The focus of this paper therefore is to examine the relationships between the quality of higher education with particular reference to access to learning resources and library services which can be either by using the library in person or through online access. Three universities were randomly selected based on ownership- federal, state and private. Twenty four academic staff, six academic support and thirty students were interviewed. The paper found that some higher educational institution misplaced their priorities and focus on capital projects to the disadvantage of learning resources. Funds from Education Trust Fund (ETF) were used majorly for physical infrastructural development at the expense of other library resources.*

Keywords: Higher education, Funding, Academic library, Universities, Learning resources, Educational Trust Fund and Nigeria.

INTRODUCTION

Dwindling in the quality of Nigerian higher education has been attributed to many factors including funding, National University Matriculating Examination System. (Adebanjo and Charles-Owaba, 2008). Writers have not examined the impacts that library resources have on the quality of education in Nigeria. Service quality in most university libraries in developing countries has been poor since the 1980s (Kachoka and Hoskins, 2009). This has been due to problems of bringing books and print journals in academic libraries. Service quality could be described in terms of reducing the gap between customers' expectations for excellent service and their perceptions of services delivered (Kachoka and Hoskins, 2009). The central question in this research is the determinant of quality of graduates. It is not the admission system or funding that are major problems of Nigerian higher education system and even at lower levels (primary and secondary), but it is also the library resources available that are expected to build the intellect of the students at the lower level and quality of graduates at higher level.

The objective of this paper therefore is to examine the relationships between the quality of higher education with particular reference to access to learning resources and library services which can be either by using the library in person or through online access. The quality of information available to students determines the quality of students applying to higher institutions to succeed. Such information can be sourced from relevant journals, books, text books, newspapers, magazines, documents and government Publications. These materials are provided among other things by the library in the university. Therefore, improving higher education quality will necessitate the provision of library resources and the plan to manage it in order to meet the challenges and changes in the education sector.

Higher education in Nigeria

The establishment of higher educational institutions was in pursuit of meeting the global requirements of producing manpower that will serve in different capacities and contribute positively to the nation's socio-economic and political development in Nigeria (Abdulkareem, Fasasi and Akinubi, 2011). Federal Government of Nigeria promulgated enabling law to found higher education towards producing high level relevant manpower training, self-reliance, national utility through the establishment of both conventional and special universities, polytechnics, colleges of education and monotechnics in different parts of the country by the Federal, state governments, private organizations and individuals (Abdulkareem, Fasasi and Akinubi, 2011). The history of higher education in Nigeria dated back to the period of colonial era with the establishment of Yaba Higher College in 1932 marked turning the point of higher education in Nigeria to produce "assistants" who would relieve colonial administrators of menial tasks (Olujuwon 2002). Fafunwa (1977) reported that administration and admission problems encountered by the institution soon led to the establishment of Elliot Commission by the colonial government to examine the principles that would guide the promotion of higher education, learning and research in the colony. The report of Elliot Commission and its implementation led to the founding of the University College Ibadan in 1948. More Universities were established by federal and state governments between 1960s, 1970s and 1980s up to 1990s ranging from conventional to specialised universities (Olujuwon 2002).

Akinyemi (2013) reported that the 1979 constitution placed education on the concurrent legislative list with the establishment of River State of University of Science and Technology (RSUST) in 1980 as the first state University. Okojie, Oloyede, and Obanya, (2010) listed 41 private universities to have been issued licences to operate in accordance with Decree 9 of 1993 for the establishment of private universities expanding Nigerian university education system from one University College in 1948 to 117 in 2011. Atulomah and Onuoha, (2011) gave a summary of 36 federal universities, 36 state universities and 45 private own universities in Nigeria as at 2011.

Universities in Nigeria, ownership and administration

With the start of academic activities in the Nigerian first University in 1948, the intention of the government was to make university education a social service that has to be run solely by government in order to bring its benefits to all citizenry. Akpotu and Akpochafo, (2009) found that between 1948 and 1999, an interval fifty years, the founding,

ownership, administration and funding of universities and other tertiary educational institutions remained the exclusive reserve of Federal, Regional and State Governments. Ahanotu (1983) pointed to the promulgation of 1972 Federal Decree on education and the government take-over of all educational institutions among which are two Federal universities and four Regional Government owned universities and subsequent abolition of tuition and government taken over of all universities by 1975 military government decree.

Abdulkareem (2005) posited that the belief in the efficacy of education has resulted in increasing commitment of government and various groups to the establishment of university educational institutions that has translated into expansion in students and school enrolments. Okojie (2013) while justifying the establishment of private Universities in Nigeria stated that the future of Higher Education lay in the hands of private providers whose success stories could no longer be ignored.

University administration in Nigeria behove around the Vice Chancellor who is ably assisted by the principal officials appointed through internal and external advertisement in order to appoint the best hands that include the deputy vice Chancellors, University Librarian, Bursar and the Registrar. Ajayi and Ekundayo (2006) opined that there are two levels of university administration in Nigeria i.e. internal and external, referring to external as represented by the National University Commission (NUC) control of federal, state and private universities as exposit in the following areas as listed by Okojie (2007) accreditation of courses, approval of courses and programmes, maintenance of minimum academic standards, monitoring of universities, giving guidelines for setting up of universities, monitoring of private universities, deterrence of the establishment of illegal campus and implementing appropriate sanctions.

Higher education though in service sector has complex characteristics and therefore, care must be taken in generalizing in the sector (Owlta and Aspinwall, 1996). SERVQUAL as a model or framework is used in service quality dimensions but could be adapted for higher education (Owlta and Aspinwall, 1996). The focus of SERVQUAL is functional interactive aspect of quality. The concept has been used to evaluate the quality of an administrative section in a university (Owlta and Aspinwall, 1996).

Review of related literature

The concept of quality in higher education

It is imperative to discuss and examine the concept and practice of quality in higher education even though the concept of quality is a new phenomenon but growing fast (Srikathan and Dalrymple, 2003). This is because the educational sector is dynamic and faces lots of challenges to produce graduates that will be relevant to the society.

There are lots of challenges and debates on the quality of higher education. There are varying perceptions of the appropriate performance measurement system. There is also the issue of New Public Management (NPM), a concept that some advocates in education sector wish to transfer private profit orientation to public sector management. Stakeholders in education also have varying perspectives of quality in Nigerian higher education. Such stakeholders include the providers of funds, the students who use the services, graduates who use the outputs and academics and administrators who employ. These main stakeholders interpret quality of higher education in different ways. These different views therefore lead to different methods of assessing quality.

Quality of education especially at higher level is influenced by factors such as the selection procedure, the knowledge and the attitude of individuals entering higher institutions (Michaelowa, 2007). Moreover, the quality of education at lower levels, primary and secondary has impact on the quality of education at higher level. In measuring and reflecting on higher education quality Michaelowa (2007) considers it from two perspectives: the perceived quality of universities and the outcome of the system in terms of research and inventions. The tertiary education quality indicators are expressed in terms of research and inventions which are used in ranking the universities although there may be some variations in ranking with respect to the consideration given to research prizes and medals. Oladokun, et al (2008) attributed poor quality of graduates of some Nigerian Universities in recent times to inadequacies of the National University Admission Examination System.

Although, there are many models on quality of higher education and authors have examined the issue of teaching and learning but they have not critically examine the importance of library resources to quality of education. The approaches to quality in higher education according to Srikathan and Dalrymple (2003) include freedom in teaching and learning which is imperative for any management model for quality. Another approach is control of quality. Control is regarded as a means of ensuring the basic standard. However, there has not been a single model that has won the support of the stakeholders in explaining the quality of education because of varying interest and interpretation of quality by these different groups (Srikathan and Dalrymple, 2003).

According to Cullen, et al, (2003) the two most important performance measures employed to assess the quality of education are Quality Assurance Agency (QAA) and the Research Assessment Exercise (RAE). The QAA is linked with quality of teaching and learning while RAE emphasis the quality of research output for different academic disciplines. These models in the literature make little or vague reference to the issue of relevant library resources as having direct impact on the quality of education. However, the relationship between the conception of higher education used as basis of comparing the definition of quality and the performance indicators used in measuring quality are major concern in the analysis of quality in higher education (Cullen, et al, 2003).

Effects of quality of education

Quality education is associated with improvement in the livelihoods of individuals and higher productivity and thus economic growth of nation. However, poor quality education according to Shah and Mayekar (2013) has created many problems including sexual harassment, abuses, violence and unemployment. The study by Ho and Crowley at an academic library found that students get discouraged when they cannot find reference materials on the shelves when they are shown to be available on the library catalogue (Ho & Crowley 2003).

Hence Nigeria continues to experience different reforms with different governments. These reforms and continuous changes in policy were aimed towards solving the problems of access and the quality of entrants into tertiary institutions in Nigeria, and to halt the fallen standards of Nigeria's tertiary institutions (Omolewa, 2008).

Funding of Higher Education

Funding of Nigerian higher education is imperative because of the costs involved in maintaining an institution. John and Parson (2004) observed that the continuing cost of governance is ascribed to increasing higher educational bills of many countries of the world especially the developing countries coupled with growing overhead costs. Investment in higher education revolved around capital and recurrent expenditure that are cogent to academic survival of higher institutions in the current period of global competition for attracting funding and best hands. Barr (2004) stated that higher education funding is costly and faces competing imperatives for public spending which is salient to an extent that it is not yet fully appreciated in all countries that are immensely sensitive politically.

However, Nigerian government has not been able to fund higher education adequately in order to achieve best result. Ajayi and Ekundayo (2006) argued that the Nigerian government over the years has not met the United Nations Educational Scientific and Cultural Organisation (UNESCO) recommendation of 26% of the total budget allocation to education sector despite the government hoax claim of heavy budget allotted to higher education on yearly basis. Kalama et al (2012) found that excessive spending on recurrent expenditure such as the huge legislator's jumbo pay and servicing of domestic debts spent on over heads have contributed to the neglect of the higher education and other critical sectors of the economy which has equally affected the cost of governance in Nigeria.

Funding of University Education in Nigeria

Trend in the funding of University education in Nigeria revealed that there is no progressive increase in the funding injected to the universities with the growing cost of maintenance, increased students intake, inflation trends and overhead cost. Oguntoye (2000) noted that the phenomenal expansion in the number of students enrolled in Higher

Education Institutions has not been matched by expansions in government funding that has impacted on the quality of higher education in Nigeria. It is the poor funding that accounted for the inadequate library resources available for students to carry out meaningful research.

It is imperative to note that non-commensurate of funding with other growing indices in Nigerian Universities have a negative impact on the quality of education as the Universities are constantly been shut down by all categories of staff unions agitating for one form of demand or the other. Sometimes, staff unions demand are not limited to staff welfare but renewed improvement in teaching facilities like classroom, laboratories, utilities, staff and students accommodation and library resources. Jega (1995) attributed the long years of military rule, combined with economic crisis and structural adjustment program to the problems of funding in Nigerian universities. This pattern continued to the civilian era in 1999 when Arikewuyo (2004) found that since the inauguration of democratic governance in Nigeria, the country further witnessed dropped in the university funding from 11.12% to 1.81% in 2003.

The federal government introduced Educational Trust Fund (ETF) and later Tertiary Education Trust Fund (TETFund) as intervention to fund Nigerian higher education. The introduction of Educational Trust Fund (ETF) according to Agunbiade (2006) under the Education Tax Act No. 7 of 1993 and as amended by Act No. 40 of 1998 with the mandate and objective of funding educational project management to improve the quality of education in Nigeria through a 2% education tax imposed on the profits of all registered companies and banks in Nigeria. There were great expectations with the ETF interventions but the misplacement of priority has wrapped its application to most institutions and has not achieved its aims. Nonetheless the University education would have been in serious problems without the ETF intervention in Nigeria.

Tertiary Education Trust Fund (TETFund) was established as an intervention agency under the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. TETFund ensures that funds generated from education tax are utilised to improve the quality of education in Nigeria. It disburses the amount in the fund to federal and state tertiary institutions, specifically for the provision and maintenance of essential physical infrastructure for teaching and learning, institutional material and equipment, research and publication and academic staff training and development.

Dwindling in Funding and quality of University education in Nigeria

Dwindled funding of university education in Nigeria has affected the quality of university education in terms of student's performance and staff motivation for research and teaching. The overall goals of teaching and learning has almost being defeated in the universities when NUC (2000) argued that the expansion in the Nigerian Universities System is not commensurate with increase in the level of funding to create conducive environment for learning has having effects on the programs taught at Universities and invariably the graduates. Okebukola (2002) noted that in terms of quality and quantity of research output of tertiary institutions in Nigerian was the best and leading in Sub-Saharan Africa from 1960s to the late 80s but the trend has changed and required a concerted effort of all stakeholders to mark a new dawn through improvement in funding of university education in Nigeria.

Teaching and learning resources in Nigerian Universities

There are different resources needed in any organization for effective and efficient performance. The hitherto abundant teaching and learning resources has been affected by the brain drain syndrome that has led to many experts migrating to all parts of the world in search of greener pasture due to an unfavorable working climate in Nigeria. Though Diso and Njoku (2007) ascribed the current crisis in Nigeria's education system has arguably been a result of inconsistent educational policies, characterized by frequent changes and poor implementation, and in many respects non-implementation of national educational policies. The affected areas in the library include inadequate and out-dated books, little electronics journals, interlibrary loan, electronic databases, photocopiers, library webpage with useful information and a quiet library environment.

The place of library in university education

Libraries today are referred to as poor in many universities in Nigeria because of difficult accessibility to all and sundry which gradually changing the traditional meaning of libraries has advanced from collection of books and non-book materials to collection of all array of information from print, non-print to other materials conveying information like television, computer and several other information held devices (Adio, et al 2007). The trend is now shifting from traditional approach of regulation and control to assessment and improvement. This is to maintain standard in a dynamic environment whereas, the traditional approach was only to maintain the status quo.

Libraries are categorized according to their location and user services that ranges from public, special, school and academic libraries. Okiy (2005) found that funding for libraries and information centers in Nigeria is largely through government allocations to the overseeing ministries or institutions that has remained poor and requiring libraries to look for alternative sources of income in order to meet the increasingly sophisticated demand of library users for electronic information services. Libraries in higher educational institutions such as Universities, Polytechnics, Monotechnics and Colleges of Education are referred to as academic libraries. Abubakar (2011) submitted that academic libraries are at the forefront of providing information services to their respective communities comprising of students, lecturers, and researchers in order to support their teaching, learning and research needs emphasising on the crucial role of academic libraries in research and scholarship in institutions of higher learning.

The collections of university libraries are usually tailored towards the available and supporting courses which are staffed by quality personnel headed by University Librarian also a principal officer of the university. A good academic library is not only measured by the volume of her collections but by the quality of qualified staff that provide users with needed services at all times. Anunobi and Okoye (2008) submitted that academic library remained the focal point for teaching, learning and research that is expected to provide standard information resources. Academic libraries are established in line with the academic goals and objectives of their mother institutions and are therefore expected to provide required supports for all units and department within the University whether academic or non-academic. Library performance could be measured in terms of the size of collection and quality of service. LibQUAL+ adapted from SERVQUAL is now being used in academic libraries to measure service quality.

Problems of library services in Nigerian Universities

Ahmed and Nwalo (2013) recognised that adequacy of fund allocation has major influence on the provision of qualitative and quantitative information materials, staff and other facilities to enhance the sustainability of departmental/ faculty libraries in Nigerian universities. It is quite unfortunate that university main libraries hardly received adequate fund which can be extended to the faculty/departments and other branch libraries within the universities. Misplaced and misapplication of necessary fund allocated to the university libraries are the bane of university libraries in Nigeria as library staff can hardly access funding to attend refresher courses and workshops.

Fund allocated to University libraries for development purposes are sometimes diverted to non-library purposes at the detriment of university libraries growth at this age when timely access to information and knowledge in the academic environment such as the university is dependent on the degree of application and integration of modern ICTs in academic and research activities (Ani and Edem, 2010).

METHODOLOGY

This study uses case studies approach and interview in exploring the quality of education and the availability of library resources. Three universities were selected as the case studies. The selection was based on ownership- federal, state and private. The universities include University of Ilorin which is a federal university, Kwara State University which is a state university and Al-Hikimah University, a private university. Mazumdar and Geis (2001)

posit that case method enables the development of in-depth understanding and depicting the complexity of the issues under investigation. Creative interview was carried out (Holstain and Gubrium, 2002) where interviewees were willing to share their feelings and deepest thoughts. Twenty four academic staff, six academic support and thirty students were interview.

Discussions of findings

Library is an essential part of the university system. All the tertiary institutions have physical structures that house library resources. It was found that all the three institutions visited have libraries.

"One of the major requirements for accreditation is the availability of library resources for students and other researchers including academic staff and support staff. Institutions must have relevant and adequate library resources before they can pass accreditation" Academic staff.

One of the requirements for accreditation is the availability of library resources. All programs in the institutions must be accredited by the regulatory bodies such as Nigeria Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). There should be evidence that students have adequate library facilities that will enhance their academic work. Moreover, it is expected that departments should also have libraries. Departmental libraries are inevitable for professional accreditation such as Institute of Chartered Accountants of Nigeria (ICAN).

"Both programs and professional accreditation are desirable by all institutions. The regulatory body can stop any institution from running a particular program if it had not met the minimum accreditation requirements. Library is one of such requirements". Academic staff.

Some of the institutions utilized TETFund intervention to build library complex. The utilization of TETFund intention depends on the priority of the management of the institution. It was discovered that some university used this fund to procure relevant library resources including textbook and online journals.

"TETFund has assisted the university in providing physical structure and library resources. There is considerable improvement in the services rendered in the library". Academic support.

However, even with the assistance from TETFund, the libraries in institutions were grossly inadequate for teaching and learning. First, the quantity of books and textbooks in the library are not sufficient for the growing students' population and thereby slowing down the rate of accessibility by other students if a particular book had been borrowed and it has no duplicate. Secondly, most of the textbooks are outdated and online resources are limited. It is noteworthy that literature collections is not what make a university library to be a worthy intellectual center, the quality of staffing selected from many available hands without fear or favour go in a long way to formed a formidable academic backbone in the university libraries.

"You may found that a book is available from the catalogue but not on the shelves. You may have to wait for the book to be returned or otherwise you will have to search for alternative. It is highly discouraging. In fact, some of these books are outdated. Research from such books might not be relevant to modern society". Student

The provisions of library resources as a requirement for both program and professional accreditation and students' expectation of quality research through adequate library facilities is an indication that quality of higher education is directly related to library resources. Agboola (2007) observed that the qualitative aspects relating to funding, stock, physical facilities and application of IT in Nigerian Universities libraries leave much to be desired owing to the economic downturn the country has experienced in the last two decades.

"The problem of poor state of our library is not limited to insufficient fund but the priority of the management might be the provision of physical structures that are meant to give the university a beauty or design that will portray the university". Academic Staff.

The interpretation of the term 'the best university' is often perceived by some people based on physical structures and not facilities that will enhance academic learning such as library resources.

CONCLUSION AND RECOMMENDATION

It is suggested that it is good to have convenient library, opening hours, adequate lightening and qualified library staff. This will enhance the quality of library and hence the quality of education. Students should also take the responsibility of using the library and use the facilities that the library provides for them in order to enhance their academic learning.

Priority has to be given to core educational needs only by enforcing the cardinal objectives for which institutions are established in the face political, ethnic and other bigotries starring at quality education delivery. Therefore, libraries, should be better funded because it will have direct relation to quality of education. Students should also have easy access to books and journals which are considered very important at tertiary level.

Policies aim at motivating library workers should be formulated. Adio and Popoola (2010) found that library managers and administrators in federal university libraries in Nigeria should formulate job satisfaction policies such as adequate provision of working facilities, provision of conducive working environment, work incentives study leave and allowances for improving career commitment of their librarians towards achieving quality education through proper funding of university libraries resources.

Training is very important especially to meet the challenge of using modern technology in the library. Similarly Ajidahun (2007) also suggested that for university libraries in Nigeria to provide adequate training programs for library staff particularly professional staff to make them relevant to face the technological challenges of the twenty-first century through staff development process involving a definition of goals and objectives by assessing staff strengths and weaknesses and developing a short-range training program to attract the right funds.

REFERENCES

- Abdulkareem, A.Y. (2005). Nigerian universities and the development of human resources. *African Journal of Educational Studies*, (University of Botswana), 3(1), 201 – 212. (A Journal of the Department of Education Foundations, University of Botswana, Botswana)
- Abdulkareem, A.Y.; Fasasi, Y.A. and Akinnubi, O.P. (2011). Human resource utilization and internal efficiency in state-owned universities in Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 1(1), 26-34 (HRMARS, Pakistan. www.hrmars.com). Accessed on 23/08/2013
- Abubabakar, B. M., 2011. Academic Libraries in Nigeria in the 21st Century, *Library Philosophy and Practice*, (January).
- Adio and Popoola, S. O. 2010. Job satisfaction and career commitment of librarians in federal university libraries in Nigeria, *Library Review*, 59 (3), 175-184.
- Adio, G., Akewukereke and Ibitoye 2007, The effects of medical Libraries on medical education: Evidence from Osun State, Nigeria. *Library Philosophy and Practice*. Available at: <http://www.webpages.uidaho.edu/~mbolin/lppissueindex.htm> Accessed on 27/08/2013
- Agboola, A. T., 2000. Five decades of university Libraries in Nigeria: A Review *Libri*, 50(4), 280–289.
- Agunbiade, S. O. (2006). *Quality assurance and the role of Education Trust Fund (ETF) interventions in Nigerian University Library System*. A paper presented at the National Workshop on Quality Assurance in the Management of the Nigerian University Library held 4th May 2006 at the Auditorium of NUC, Abuja, pp.1-7.
- Ahanotu, A. (1983). The Nigerian military and the issue of state control of mission schools. *Church History*, 52(3), 333-344.
- Ahmed, A. O and Nwalo, KIN, 2013. Fund Allocation as a Correlate of Sustainability of Departmental Libraries in Nigerian Universities, *Library Philosophy and Practice (e-journal)*. 936-951. Available at: <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2291&context=libphilpr> ac. Retrieved on 6/7/2013
- Ajayi, IA & Ekundayo HT (2006). Funding initiatives in university education in Nigeria. Being a paper presented at the national conference of Nigerian Association for Educational Administration and Planning [NAEAP]. Enugu State University of Science and Technology, Enugu State.
- Ajidahun, C. O., 2007. The Training, Development and Education of Library Manpower in Information Technology in University Libraries in Nigeria, *World Libraries*, 17 (1).
- Akinyemi, S., 2013. Funding Strategies for Qualitative University Education in Developing Economies: The case of Nigeria, *International Journal of Higher Education*, 2(1), 53-59.
- Akpotu, N. E., & Akpochofo, W. P. (2009). An analysis of factors influencing the upsurge of private universities in Nigeria. *Journal of Social Science*, 18(1), 21-27.
- Ani, O. E., & Edem, M. (2010). Framework for Effective Development of Information and Communication Technology (ICT) Policy in University Libraries in Nigeria. In E. Adomi (Ed.), *Frameworks for ICT Policy: Government, Social and Legal Issues* (pp. 148-163). Hershey, PA: Information Science Reference. doi:10.4018/978-1-61692-012-8.ch010

- Anunobi, C. V & Okoye, I. B., 2008. The Role of Academic Libraries in Universal Access to Print and Electronic Resources in the Developing Countries, *Library Philosophy and Practice*, 5 (20), 1-5.
- Arikewuyo, M. O. (2004). Democracy and university education in Nigeria: Some constitutional considerations. *Higher Education Management and Policy. A Journal of the Organization for Economic Co-operation and Development*, 16, 121-134.
- Atulomah, B. C., & Onuoha, U. D. (2011). Harnessing collective intelligence through online social networks: a study of Librarians in private universities in Ogun State, Nigeria. *Ozean Journal of Social Sciences* 4(2),
- Barr, N. (2004). Higher education funding. *Oxford review of economic policy*, 20(2), 264- 283.
- Cullen, J., Joyce, J., Hassall, T., and Broadband, M. (2003) Quality in higher education from monitoring to management. *Quality Assurance in Education*. 11(1) pp5-14
- Diso, L. I., & Njoku, I. F. (2007). Library and information science education in Nigeria: Curricula contents versus cultural realities. *The International Information & Library Review*, 39(2), 121-133.
- Fafunwa, A. B. (1977). *History of education in Nigeria*. London: Allen and Unwin.
- Hiller S (2001) Assessing User Needs, Satisfaction, and Library Performance at the University of Washington Libraries
- Ho, J and Crowley, G (2003) User Perceptions of the "Reliability" of Library Services at Texas A&M University: A Focus Group Study. *The Journal of Academic Librarianship* 29 (2) p. 82-87
- Holstein, J. A. and Gubrium, J. F. (2002) Active interview In Weinberg, D. (eds) *Qualitative research methods*. Oxford: Blackwell Publishers Ltd.
- Jega, A., 1995. Nigerian Universities and Academic Staff under Military Rule, *Review of African Political Economy*, 22(64), 251-256.
- John, E. P. S., & Parsons, M. D. (Eds.). (2004). *Public funding of higher education: Changing contexts and new rationales*. JHU Press
- Kachoka, N. and Hoskins, R. (2009) Measuring the quality of service: a case of Chancellor College Library, University of Malawi. *SA Jnl Libs and Inf Sci*. 75(2) p 171-181.
- Kalama, J., Etebu, C. E., Martha, C. A., & John, S. M. (2012). Legislator's Jumbo Pay, Cost of Governance and the State of Education in Nigeria: Issues and Contradictions. *Journal of Educational and Social Research*, 73.
- Mazumdar, S. And Geis, G. (2001) Case study method for research on disability. *Research in Social Science and Disability*. 2 p. 255-275
- Michaelowa, K. (2007) The impact of primary and secondary education on higher education policy. *Quality Assurance in Education*. 15(2) p 215-236
- National Universities Commission (NUC), 2004, National Universities Commission (NUC) Annual Report 2004, NUC, Abuja (1985)
- NUC (2004). Report on the performance of the federal university system in 2002. Presented at the special meeting convened by the Honourable Minister of Education on Thursday, December 12.

- Oguntoye, A.O.O. (2000). *Funding higher education in Nigeria: crucial issues*. In Ejiegu, Aloy and Alani, R.A. (eds) *Emergent issues in Nigerian education. vol.3. Chapter 12 pp.156-170*
- Okebukola, P. (2002) *the State of University Education in Nigeria*, National Universities Commission, Abuja, Nigeria. Okebukola, P. & Solowu.O.M. (2001) Survey of University education in Nigeria. *The Journal of Curriculum Studies*, 23(2), Lagos. 2-372.
- Okiy, R. B., (2005) Funding Nigerian libraries in the 21st century: Will funding from alternative sources suffice? *Bottom Line: Managing Library Finances*, 18(2), 71 - 77.
- Okojie, C., 2013. HME Tasks Private Varsities on Quality Education, *NUC Monday Bulletin*, 8(24), 15-17.
- Okojie, J. A., Oloyede, I., Obanya, P., University of Ilorin., & Nigeria. (2010). *Fifty years of university education in Nigeria: Evolution, achievements, and future directions*. Ilorin, Nigeria: University of Ilorin and National Universities Commission.
- Okojie, J. A. (2007). Higher education in Nigeria. Being a paper presented at Education in Africa Day, held at House of Commons palace of Westminster, London. Retrieved from <http://www.nucnigeriainfo/es%20houseofcommons.ppt>
- Oladokun, V. O., Adebajo, A. T. and Charles-Owaba, O. E. (2008) Predicting students' academic performance using artificial neural network: A case of an Engineering course. *The Pacific Journal of Science and Technology*. 9(1) p. 72-80
- Olujuwon, T. (2002) "Education in Nigeria: A futuristic perspective" Centre for
- Omolewa, M. (2008) Education reforms for what? In Lawal, A.R., Jimoh, S.A., Olorundare, S.A. and Ijaiya, N.Y.S. (eds) *Education reforms in Nigeria*. Orogun: Stirling-Horden Publishers Ltd.
- Owlta, M. S. and Aspinwall, E. M. (1996) A framework for the dimensions of quality in higher education. *Quality Assurance in Education*. 4(2) p 12-24
- Shah, S. and Mayekar, S. (2013) Enhancement of quality in higher education. *Indian Streams Research Journal*. 3:3. P1-5.
- Srikanthan, G. and Dalrymple, J. (2003) Developing alternative perspectives for quality in higher education. *The International Journal of Educational Management*. 17(3) p 126-136