

**FUNDING, INTERNAL EFFICIENCY AND GOAL ACHIEVEMENT OF
UNIVERSITY EDUCATION IN NORTH CENTRAL, NIGERIA**

BY

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**FUNDING, INTERNAL EFFICIENCY AND GOAL ACHIEVEMENT OF
UNIVERSITY EDUCATION IN NORTH-CENTRAL, NIGERIA**

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CERTIFICATION

This is to certify that this study was carried out by OTTAN, Jamiu Olatunji (03/25OE157) and has been read and approved as meeting part of the requirements for the award of the Degree of Doctor of Philosophy (Ph.D.) in Educational Management, in the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria

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DEDICATION

This research work is dedicated to the memory of my late mother, Hajia Rianat Moronike Abeje OTTAN.

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ABSTRACT

Funding inadequacy of university education in Nigeria has contributed to the production of graduates who could not impact positively the economic and social development of the nation. Thus, this study set out to investigate funding, internal efficiency and goal achievement of university education in North-central Nigeria. The objectives of the study were to: (i) identify sources of university education funding; (ii) investigate adequacy of funds released to universities; (iii) examine provision of physical facilities, capacity building programmes for lecturers, ICT tools, mentorship and lecturers' welfare services; (iv) determine wastage and graduation rates; (v) determine the relationship between university funding and goal achievement; (vi) determine the relationship between internal efficiency and goal achievement; and (vii) determine the relationship among funding, internal efficiency and goal achievement of university education in North-central Nigeria.

The study adopted a descriptive research design of correlation type. The population comprised all seven federal universities in North-central Nigeria. This is because they had the same funding policy. Five of these institutions that had the required data to measure internal efficiency were purposively chosen. Four faculties were randomly selected in each of the institutions. Stratified random sampling technique was used to select 1076 lecturers out of the 2404 lecturers in the institutions. Funding and Internal Efficiency Questionnaire (FIEQ); Goal Achievement Questionnaire (GAQ); Resource Availability Check-lists (RAC) and Student's Academic Performance Proforma (SAPP) were the instruments used for data collection. The questionnaires were content-validated and reliability coefficients of 0.87 and 0.72 for FIEQ and GAQ, respectively were obtained. Descriptive statistics of percentage and mean score were used to answer the research questions, while multiple regression analysis and Pearson's Product Moment Correlation statistics were used to test the hypotheses at 0.05 significance level.

The findings of the study were that:

- i. Federal universities relied heavily on monthly subvention and administrative charges as sources of funding;
- ii. funds released for university education in Nigeria were not adequate as the gap between proposed budget and funds released from year 2011 and 2015 ranged between 26% and 39%;
- iii. provision of funds for physical facilities, capacity building programmes, ICT tools, mentorship, and lecturers' welfare services were fair in the institutions (mean scores of 3.03, 3.24, 3.32, 3.16 and 3.29 respectively);
- iv. in the institutions, student academic wastages were very low (5%) while graduation rates were very high (95%);
- v. significant relationship existed between university funding and goal achievement ($r = 0.34$, $p < 0.05$);
- vi. significant relationship existed between internal efficiency and university goal achievement ($r = 0.47$, $p < 0.05$); and
- vii. significant relationship existed among funding, internal efficiency and university goal achievement ($R^2 = 0.032$, $p < 0.05$).

The study concluded that funding of university was inadequate. This had led to low level of internal efficiency in achieving university goals in the study area. It was recommended, that there should be improved funding from all stakeholders for adequate provision of resources while the universities should improve on their internal revenue generation drive.

Word Counts: 491

CHAPTER ONE

INTRODUCTION

Background to the Study

University education remains a sensitive instrument and a means for sustaining the development of a nation. No matter the quantity of natural resources a nation might have; without the potential efforts of university education, the abilities and potentials that are needed to harness the skills and values that are responsible for national development would be lacking and therefore, the structure of such a nation is bound to have defects. In fact, a nation's growth and development is determined by its human resources (AbdulKareem, 2001). The production of relevant manpower needed in a nation, therefore, is one of the goals of university education. This makes this type of education an indefatigable and indispensable venture for the overall development of the nation.

For university education to be successful, it requires due commitments to policy implementation, provision and maintenance of infrastructure, capacity development and adequate provision of funds as well as the application of all these to achieve the desired goals. UNESCO (2000) explains further that for education to be properly rejuvenated and offer the much-needed impact, governments of member countries ought to increase the votes of education in their National Budgets. Raji (2007) posits that 50% of the budget devoted for education generally should be allocated alone for university education. This is due to the fact that university education is inevitable for the overall development of a nation. The benefits of university education could elude many citizens due to the myriad of problems facing university education in Nigeria. One among these constraints remains the issue of poor funding of the sector. The United Nations Educational, Scientific and Cultural Organization (2012) and other stakeholders are consistently demanding improvement in the funding of university education in Nigeria.

Arikewuyo (2001) expresses that Nigeria is one of the countries in Africa that have been tagged under developing nation. One of the reasons for this remark is the way and manner the programme of education is handled and managed. The Academic Staff Union of Universities (ASUU) and its sister unions in Nigeria have been engaging government (both Federal and State) on issues of funding and better remuneration of University staff. The Independent Service Delivery Monitoring Group (ISDMG, 2013) in Abuja explains that Nigeria's tertiary institutions were performing below average when compared to some other institutions in Africa States. The group further confirms that no Nigerian University ranked among the first 100 in Africa or among the first 5,000 in the World when it comes to credible performances. The Group advocated that government should comply with the UNESCO benchmark of 26% funding of education for at least three or five years and assess the impact.

In Nigeria, the policy document guiding the funding of university education specifies that since education is an expensive social service and it requires adequate financial provision from government for the successful implementation of the various programme (FGN, 2013). The policy went further to say that university education shall make optimum contribution to national development by intensifying as well as diversifying its programme for the development of higher level manpower in the context of the needs of the nation - vis-à-vis making professional course contents to reflect the national requirement and need. As good as this objective, it cannot be realized if university education is not adequately funded. University education is an apex level of education where an individual is expected to be trained with the particular attention paid to research and promotion of indigenous knowledge in Nigeria (FGN, 2013).

The internal efficiency of university education, however, is being challenged by the inadequate funds provided for it. Imbrabekhov and Tonwe (2001) maintain that university education in Nigeria is underfunded. Arikewuyo (2001) explains that "inadequate funding has

put the University management under stress and strains; hence, they are incapacitated in providing essential services”. This in return has led to crisis in the system resulting in strike actions by the academic and non-academic staff, dearth facilities and equipment, gross misconduct among staff and students, among others. One major reason for these is that Nigeria as a signatory to the United Nation Education Scientific and Cultural Organization (UNESCO) programmes and could not meet the statutory requirements of the international body which requires that 26% of its annual budget be devoted to education sector. Okebukola (2015) reports that the Coordinating Minister of the Economy (Dr. Ngozi Okonjo-Iweala) presented the 2015 budget estimates of about N4.358 trillion to the National Assembly out of which N492, 034 billion was proposed for education. It could be observed that the vote still fell short compared to the 26% recommendation of the UNESCO. This probably explains why Okebukola (2015) maintained that educational vote in the years 2015 and 2016 national budgets in Nigeria might not improve the efficiency of university education and other levels of education in Nigeria. He thus advised that the government needed to increase the budget proposal of education to 30%.

The vote for education in the Nigeria budget according to Okebukola (2015) represented 10.7% between year 2011 and 2015. This is an indication that there is need for an improvement to at least, triple the current allocation to shake off the ignoble state of the educational system in Nigeria. Funds are needed largely to significantly improve facilities for teaching and learning, improve teacher quality as well as welfare and curriculum delivery. There is need to use fund to improve school safety. There is need to use fund to improve reading culture among the students and for overall improvement in the quality of instructional delivery.

Ensuring internal efficiency in the Universities could help to reduce wastages of the available resources which, in turn, could help the Universities to achieve the set goals in

terms of human and national development. The Universities in Nigeria, just like any other sectors of the economy, have borne the full brunt of the continuing economic crisis in the country and resulted in deteriorating teaching and learning facilities, incidence of brain drain and general instability which have threatened maintenance of quality in terms of effective resource utilization at the institutions (NUC, 2003). Internal efficiency in Universities is concerned with the relationship between the inputs and outputs of the University system. The inputs include fund, human and materials resources which are provided to produce the desired goals. Adequate provision of funds for lecturers' welfare, information and communication technological tools, physical facilities, instructional facilities, and capacity building programme among others which in turn would enhance efficiency in the utilization of the resources is germane to the goal achievement of university education. This study therefore considered funding as an essential input to improve the efficiency of Universities towards the goal achievement of the institutions' human development and national development.

Statement of the Problem

Universities are established with the intention to produce required human resources for the cultural, political and socio-economic development of a nation. Universities therefore, are established for the realization of human and national development (Odiaka, 2012 and Okebukola, 2015). However, resources that are needed for the realization of these objectives by the Universities in Nigeria are inadequate (Babalola, 2007). There is no doubt in saying that once university education is incapacitated in producing balanced citizens for a country; such a country will continue to have economic stress, socio-political crises and cultural devaluation.

The National Universities Commission (2017) reports that there were 40 Federal, 44 State and 68 Private owned Universities totaling 152 universities legally existing in the country. Over the years, there has been an outcry of having an upsurge of University

graduates annually in Nigeria (Okebukola, 2015). Yet, the country is still experiencing occurrence of inter-tribal wars and social crime at an alarming rate which shows that national values are rapidly depreciating. A look at what education, particularly the university education can do to address these anomalies in Nigeria. It has been revealed that the educational system, especially university education is also suffering from inadequacy in the provision of the needed resources that will enable the system to provide solutions to the national problems (Babalola, 2007; World Bank, 2012 and ISDMG, 2013). Universities in Nigeria as reported by Okebukola (2015) characterized by having students population without providing commiserated numbers of classrooms, laboratories and libraries. In a situation where University environment is not conducive to discharge to the expected duties; in a situation where funds needed to provided adequately resources needed in the Universities is grossly insufficient and in a situation where lecturers' population cannot withstand that of the students' population in the Universities; it is expected to have graduates that would not be relevant to human and national needs. The Universities are expected, according to policy document (FGN, 2013) guiding their operations, to produce man-power for socio-economic development of the country. Arikewuyo (2001) reports that Universities in Nigeria were not provided required resources that will make them compete with Universities in the developed countries.

Ibrahim (2011) remarks that many University graduates are not employable because skills and abilities to perform and compete favourably in the world economy are not possessed. What could be the reason? Efforts made by researchers show that, the quality of university education in Nigeria is gradually fading out (Imbrabekhov and Tonwe, 2001; Bakkabulindi, 2005; Obe, 2009 and Okebukola, 2015). Babalola (2002) and Okebukola (2015) assume that, this is a product and implication of inadequate funding of the sector at all levels. It could be deduced logically that the efficiency of university education in Nigeria is

far from reality. Thus, the world ranking of university education in years 2011, 2012, 2013, 2014, 2015 and 2016 respectively revealed that, none of the Universities in Nigeria is ranked within 500 positions. The ranking of Universities is based on standard parameters and parts of parameters considered include the programmes in the Universities; provision of physical facilities and other facilities (inclusive, ICT tools); available human resource and implementation of policies. It is worthy, however, to find-out that:

- i. are there not qualified instructors in Nigerian Universities?
- ii. are there not instructional facilities and other facilities required in Nigerian Universities?
- iii. are there not provision and application of information and communication technological tools and management culture that is capable of producing graduates that will reform the economy of Nigeria?
- iv. are there not sufficient funds to manage the performance of the university education?

Answers to these assumed questions call for urgent actions in Nigeria. Moreover, the Academic Staff Union in Nigerian Universities had severally embarked on strike actions based on the fact that:

1. 77% Nigerian Universities are considered as classified and glorious primary schools due to substandard laboratories;
2. many abandoned projects;
3. 88% of Nigerian Universities have under qualified academics;
4. 90% of Nigeria Universities are bottom-heavy, i.e. junior lecturers forming large chunk of the workforce;
5. lecturer-students ratio is very high;
6. Nigerian Universities library resources are manually operated with few efforts of automated operation; and

7. more than 50% do not use public address system in the overcrowded classrooms and many more facts (ASUU, 2014).

Therefore, researchers have carried out studies on the challenges confronting the performance of university education in Nigeria. For instance, Amadi (2007) studies funding initiative in higher education in Nigeria. Anuna, Ukpabi, Ajayi and Ekundayo (2007) conducted studies on funding initiative in Nigeria Universities. Bassey, Akuegwu and Udida (2007) studied non-governmental initiative for funding Universities in Nigeria. Oyeniran (2009) studies cost of education and efficiency of resources utilization in Nigeria Universities. Akinnubi (2010) studies strategic planning and internal efficiency of the university education in Nigeria. Adedokun, Okoh and Omiyale (2015) studied assessment of tertiary education trust fund (TETFund) in financing education in Nigeria: A critical appraisal. Umar and Bakwai (2015) examined enhancing funding in Universities in Nigeria.

By and large, none of these researchers conducted studies on funding of university education in relation to internal efficiency for the goal achievement university education in Nigeria. This is the gap this study is designed to fill.

Purpose of the Study

The main purpose of this study was to find out the relationship among funding, internal efficiency and goal achievement of university education in North-central, Nigeria.

Other purposes include:

1. to investigate sources of university education funding in North-central, Nigeria;
2. to examine funds release for university education in North-central, Nigeria;
3. to examine provisions of physical facilities, capacity building programmes, ICT tools, lecturer welfare services and mentorship in relation to internal efficiency of university education in North-central, Nigeria;

4. to determine wastage and graduation rates in the Universities 2011 to 2015 in North-central, Nigeria;
5. to examine the relationship between funding and goal achievement of university education in North-central, Nigeria from 2011 to 2015;
6. to investigate the relationship between internal efficiency and goal achievement of university education in North-central, Nigeria; and
7. to investigate goal achievement of university education focusing on human and national development in North-central, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What are the sources of funds for university education in North-central, Nigeria?
2. What are the actual amounts released for university education from 2011 to 2015 in North-central, Nigeria?
3. How adequate is funding of physical facilities, capacity building programmes, provision of ICT tools, mentorship and lecturers' welfare in North-central Universities, Nigeria?
4. What is the level of wastages and graduation rate in university education in North-central, Nigeria?
5. What is the lecturer-student ratio in the Universities in North-central, Nigerian between 2011 and 2015?
6. What is the pass rate of University graduates in North-central, Nigeria between 2011 and 2015?

Research Hypotheses

The following hypotheses were generated to guide the study.

Main Hypothesis

H₀₁: There is no significant relationship among funding, internal efficiency and goal achievement of university education in North-central, Nigeria.

Operational Hypotheses

H₀₂: There is no significant relationship between funding of physical facilities and internal efficiency of university education in North-central, Nigeria.

H₀₃: There is no significant relationship between funding of capacity building programmes and internal efficiency of university education in North-central, Nigeria.

H₀₄: There is no significant relationship between funding of ICT tools and internal efficiency of university education in North-central, Nigeria.

H₀₅: There is no significant relationship between funding of mentorship and internal efficiency of university education in North-central, Nigeria.

H₀₆: There is no significant relationship between funding of lecturers welfare services and internal efficiency of university education in North-central, Nigeria.

H₀₇: There is no significant relationship between funding and goals achievement of university education in North-central, Nigeria.

H₀₈: There is no significant relationship between internal efficiency and goal achievement of university education in North-central, Nigeria.

Scope of the Study

This study examines funding, internal efficiency and goal achievement of university education in North-central, Nigeria. The study was limited to the Federal Universities in North-central Nigeria. The study focuses on sources of funds of university education and provision for physical facilities, capacity building programme, ICT tools, mentorship and lecturers' welfare services. Internal efficiency was measured by wastage and graduation rates in the Universities in the study area, while goal achievement of university education was limited to human and national development as part of the focus of university education in

Nigeria. The scope of the research instruments were limited to the use of resource availability check-lists, researcher-designed questionnaires and academic performance profoma to obtain results of students in the Universities in North-central, Nigeria. The statistical scope was limited to the use descriptive (percentage, mean score and ratio) and inferential statistics (multiple regression analysis and Pearson product-moment correlation coefficient). And, 0.05 was considered for the level of significance.

Significance of the Study

The focus of this study is funding, internal efficiency and goal achievement of university education in North-central, Nigeria. Funding and internal efficiency of university education are means for sustaining standard in all the activities of University as an organization. The study is significant in recent time and the findings in this study will of benefit to;

- i. Government: the findings in this study will expose both State and Federal Government to see need why it is important to increase the votes of education in the Nigeria Budget.
- ii. University Management in Nigeria: the study will serve as eye opener to the Vice Chancellors and other management team in Nigerian Universities to see need to explore other sources of funding their Universities adequately apart from monthly subventions and administrative charges.
- iii. Principal Officers: the Deans and Head of the Departments in Nigerian Universities will find the outcome of the study worthy as regard the practices to implement mentorship act to improve the efficiency of lecturers in the Universities.
- iv. The study will serve as basis for further studies, that is future researchers will be able to conduct similar study in outside the geographical scope of this study.

Definition of Terms

Funding: This refers to mobilization and provision of fund for physical facilities, capacity building programme, lecturers' welfare, provision of ICT tools and mentorship exercise in North-central Universities, Nigeria.

Internal Efficiency: This refers to the wastage and graduation rates in the flow of students in university education from 2011 to 2015 in North-central Universities, Nigeria.

Goal Achievement of University Education: This refers to the University efforts in teaching, researches and community services towards realization of human and national development of the nation in North-central Universities, Nigeria.

Physical Facilities: This refers to the provisions and facilities in the staff offices, library and lecture rooms in North-central Universities, Nigeria.

Capacity Building Programmes: These are seminars, workshops and conferences which academic staff attend in a year in Nigerian Universities.

Mentorship: This refers to provision for professional assistance for the newly employed academic staff and junior academic staff through guidance in classroom instructional delivery in North-central Universities, Nigeria.

ICT Tools: This refers to the availability of internet service, laptop, projector, mega phone and projector screen used for teaching and researches in North-central Universities, Nigeria.

Staff Welfare Services: This refers to prompt payment of salary and allowances, health services, security and safety services provided for the lecturers in North-central Universities, Nigeria.

Wastage Rate: This refers to the number of repeaters and drop-out students in North-central Universities, Nigeria between 2011 and 2015.

Graduation Rate: This refers to the results of students that successfully complete the academic programme in North-central Universities, Nigeria between 2011 and 2015.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter focuses on the review of related literature. It is an attempt to link the previous research studies to this study and find the gap to which this study intends to fill. It is organized into the following sub-headings:

- i. Theoretical Framework
- ii. Funding of Education in Nigeria
- iii. Funding of University Education in Nigeria
- iv. Concept and Indicators of Internal Efficiency in Education
- v. Resource Utilization and Internal Efficiency in Education
- vi. Goals of Higher Education in Nigeria
- vii. Sustainability and Goal Achievement of University Education in Nigeria
- viii. School Facilities as Aids to Educational Goal Achievement
- ix. Capacity Building Programme and University Education
- x. Capacity Building Programmes and Productivities in an Organization
- xi. Mentoring and University Education
- xii. Information and Communication Technology Tools in
University and Education
- xiii. Lecturers' Welfare Services: Safety, Security and Health Services in University
Education
- xiv. Problems of University Education in Nigeria
- xv. Empirical Studies
- xvi. Conceptual Model
- xvii. Appraisal of the Related Literature

Theoretical Framework

There are theories applicable to the studies of educational management towards achievement of the set goals. This study is guided by two theories. These are:

- a. System Theory
- b. Resource based View Theory

The System Theory

A system is the interdependency and interrelation of different components or segments that form a whole. What is system theory? A system, according to Atolagbe (2011) quoting Stoner (2006), is a series of functions or activities within an organization that work together for the aim of the organization. Hence, system theory is the relationship of different parts that form a whole. The concept of the system theory was developed by Ludwig a biologist in 1940. It originated from Bertalanffy's General Science Theory (GTS) in 1930 and was used in latter efforts in other fields. The theory was first applied to study life sciences which eventually developed into the modern field of ecology. According to Bertalanffy (1968), the whole ideas about system theory are:

- a. there is a general tendency toward integration in the various sciences, natural and social.
- b. such integration seems to be centered in a general theory of system.
- c. such theory may be an important means for aiming at exact theory in the non-physical fields of science.
- d. developing unifying principles running vertically through the universe of the individual sciences, this theory brings us nearer the goals of the unity of science.
- e. this can lead to a much-needed integration in scientific education.

System theory focuses attention on arrangement of and relations between and among parts which connect them into a whole. In the system theory, although different parts perform

different functions are interrelated and interdependent such that the interaction of any parts affects the whole system (Atolagbe, 2011). System theory works through the components in an organization such as a University.

System theory is closely connected to cybernetics which, according to Wikipedia, is derived from a Greek word ‘steersman’, and the English word “Govern”. Cybernetics is the study of feedback therefore; the system theory enables the managers to have the opportunity of looking at the organization as a whole and as a part of the larger external environment.

The advantage of System theory is its potentials to provide a trans-disciplinary framework for a simultaneously critical and normative exploration of the relationship between perceptions and conceptions as well as the world they purport to represent. System theory provides such an approach and can consequently be considered a field of inquiry rather than a collection of specific disciplines (Olu, 1999).

System theory assists researchers to analyze and explore the rationale in the interactions of various parts which exist in a system. All parts of the organization must support one another for achieving the set goals. A system can either be opened or closed. An open system can be influenced by its environment which receives most of its inputs and has to respond to changes in the environment to survive. It consumes resources and exports resources to the environment and cannot seal itself off from interacting with the environment. The university as an organization could be described as an open system. This is because university system receives inputs from the host communities. Such inputs include learners, resource persons, land, donations, nation’s philosophy, and many more. All of these are provided for the university education with the intention that the university will be able to provide and produce graduates who will be equipped with the spirit of human and national development among other goals of the university education.

A close system on the other hand is self-supporting eliminating environmental influence. It has all the energy needed without relying on consumption from the external environment and resources e.g. industrial engineering that x-rays on internal design (Olu, 1999).

This study is in conformity with the Open System Theory. This is because university as an institution does not exist or operate in isolation. The relationship between the inputs and outputs however will depend, to a large extent, on the quality of the transformation process leading to effectiveness in forms of outputs. Inputs are the resources which come into the system from appropriate whereby learners are exposed to a lot of learning situation, learning activities and programmes in line with the objectives of the system and within the limit of available resources. Here, Funding is the input, internal efficiency is the process and goal achievement is the output of the university education as a system.

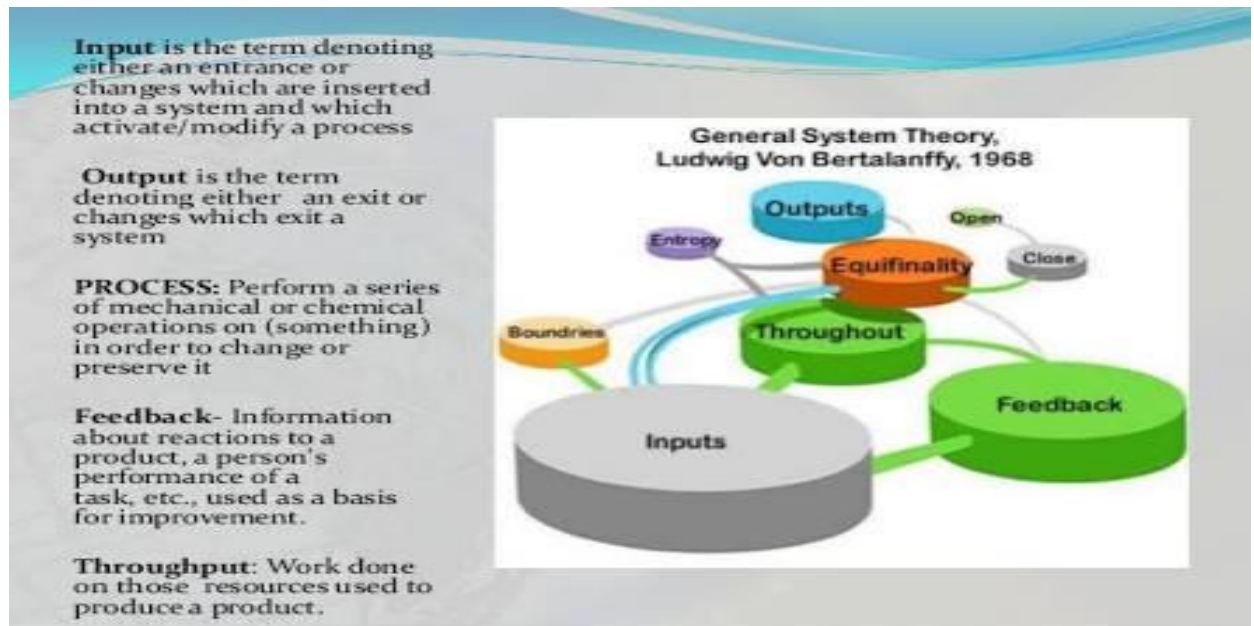


Fig 1:
System Theory Model
Source: Adopted from Bertalanffy, L. V. 1968.

The model presented in Fig 1 explains the bond of the connectivity in the activities and performance of an organization. It identifies organization inputs as the term denoting either entrance or changes which are inserted into an organization which activate and modify a process or actions internally taking place in an organization. The process as identified in the model explains the clinical, mechanical and chemical operations on the inputs. That is the work done on the entrance resources provided for an organization. The outputs denote exit or change which exits an organization. The model identified feedback as information on the reactions to the products of an organization. Such information is used on the basis of improvement.

The Resource Based View Theory

The theory introduced by Wernerfelt (1984) focused on the concept of difficult-to-imitate attributes of the organization as source for super performance. The idea was to explain resources position barriers being roughly analogous to entry barriers in the positioning of school. Resource based view theory proposed that organizations like schools

are heterogeneous because they possess heterogeneous resources. The major argument of Wernerfelt (1984) in developing resource based view theory was an example of dualistic reasoning common in economics. Such reasoning suggests that it is possible to restate a theory originally developed from one perspective with concepts and ideas developed in a complementary perspective. For instance, it is possible to develop economics theory of decision making using either utility theory or preference theory. However, resource based theory attempted to develop a theory of competitive advantage based on the resources an organization acquires to implement product market strategies. In sum, the theory supposes that the portfolio of product market positions an organization takes is reflected in the portfolio of resources it controls. This theory identifies, analyses and interprets resources an organization is possessing. This is to understand how an organization like the University can achieve sustainable competitive advantage. Ibrahim (2011) explained that performance variance among organizations depend on its possession of unique inputs. This implies that an organization like University as an institution cannot perform beyond the worth of the resources it possesses. Resources in an organization are considered inputs that enable organization to carry out its activities. These available resources would determine the extent of the choices made by the organization.

The resource based view theory takes an ‘inside-out’ view perspective on why organization succeeds or fails (Arikewuyo, 1996). The provisions of resources that are available, rare, inimitable and non-substitutable make it possible for an organization to develop and maintain competitive advantages, to utilize these resources for superior performance. According to Arikewuyo (2001), an organization is considered a collection of physical resources, human resources and organization resources. Thus, resources in an organization that is valuable, rare, imperfectly imitable and imperfectly substitutable are main sources of sustainable competitive advantages to sustain superior performance. Barney

(1991) explained further that resources in an organization must fulfill the following conditions:

1. valuable: resources are considered valuable if those resources provide strategic values to the organization. That is, such resources help the organization in exploiting opportunities and help to reduce market threats.
2. rare: the resources must be unique to offer competitive advantages for the organization. The resources provided in an organization if rare will be able to provide the organization strategic and unique advantages.
3. imperfectly imitated: this means that making copy of the resource in an organization will not be feasible. This is to say that there will be bottle neck for imperfect limitability.
4. non-substitutability: this implies that the resources available in the organization cannot be substituted by any alternative source.

The university as an organization is embedded with resources in different capacity. These resources are determinant factors of what a university can produce. The values in the resources available in the university predict the values of the university graduates.

Funding of Education in Nigeria

Funding, according to Raji (2007), is the act of providing resources, usually in form of money (financing) or other values such as effort or time (sweat equity), for a project, a person, a business, or any other private or public institutions. Also, the process of soliciting and gathering fund is known as fund raising. Sources of funding as identified by Raji (2007) include credit, venture capital, donations, grants, savings, subsidies, and taxes. Funding such as donations, subsidies, and grants that have no direct requirements for return of investment are described as "Soft Funding" or "Crowd Funding" while, funding that facilitates the exchange of equity ownership in a company or in an organization for capital investment via

an online funding portal as per the Jumpstart Our Business Startups Act is known as “Equity Crowd Funding”.

However, funding of education according to Ibrahim (2011) refers to the financial provisions in school. The provision is aimed towards the goals achievement of education. Obayan (2006) describes educational finance as chief perimeter for sustaining the programme of education. He explains further that other resources in the school (man, materials and time) would perform efficiently and effectively depending on financial availability. The arguments from other scholars (Durosaro, 1991 and Babalola, 2002) show that funding of education system is key determinant for goal achievement. It is money that will be used to provide the land to be considered as school environment. Similarly, money will be used to recruit human being as resource persons, to procure equipment and other facilities to make the school function expectedly.

The history of educational funding according to Adesina (1990) is as old as history of man. On the Nigeria shore, the introduction of western education in Nigeria in 1842 when the Wesleyan Methodist opened a Christian Missionary Station in Badagry near Lagos marked the beginning of funding of education in Nigeria. The sources of funding of education then were contributions from native believers and donations from organizations from abroad. The missionaries brought the western education and dominated its funding and control till 1882 and 1887 when the colonial government partook in the funding and control of educational programmes. Onabamiro (1982) reports that government fund for formal education was first made available in 1887 when the colonial government in Lagos gave a grant of 200 pounds to each of the Christian societies. Gradually, the colonial government began to increase their interest in the control and financing of education.

Funding of University Education in Nigeria

It is obvious that education had suffered from inadequate funding in Nigeria over the last two and a half decades. The university, therefore, had suffered continuous decline in funding, when cognizance is taken of the falling value of the Naira (Onuka, 2004). Almost everybody seems to agree that funds allocation to the sector cannot meet the sectoral and sub-sectoral needs. Yet stakeholders in the sectors appear not to know how to find a lasting solution to the problem of funding university education, which has led to increasing decline in the quality of the education graduates of the Nigeria university education. Okorochoa (2004) observes that in the past, education in Nigeria was very qualitative and enviable due to its high standards; hence, graduates of the Nigerian universities were unhesitatingly admitted to high profile universities in the United States and the United Kingdom. Same cannot be said of the current status of higher education in Nigeria.

Bakkabulindi (2005) submits that poor funding of education in Uganda has led to deteriorations in that country's infrastructures and human capacity building. This development, therefore, confirms that inadequate funding of education tends to be an African phenomenon (ADEA Reports, 2002 and 2004). Thereby, this makes African expenditure on education the least in the world if cognizance is taken of the fact that none of the African countries had spent up to UNESCO's mandatory minimum 26% of national annual budget on education. Onuka (2004) observes that there are too many regulatory agencies and parastatals with the attendant erosion of high quantum of funds available to the universities, and the resultant unnecessary bureaucracy that culminates in avoidable overhead. Consequently even not-so-essential capital costs while facilities and equipment as well as other projects institutions of learning suffer neglect. Therefore, the facilities are neither replaced nor maintained. These facilities are not expanded either, in spite of the fact that enrolment increases by hundreds of thousand every succeeding year. He also observes that as a result,

the prescribed student-teacher ratio cannot be attained as inadequate funding has placed constraints on academic staff recruitment and development as well as facility improvement and expansion.

Yet, the situation can be ameliorated if the formula for funding university education suggested by Obayan (2006) is adopted. The formula among other things includes using student-teacher ratio, directing teaching units, teaching support units, research, public service, library, teaching and research equipment, student services for making funds available to the universities.

If the above-stated parameters as prescribed by the National Universities Commission (NUC), according to Obayan (2006), are utilized in allocating funds to the universities, the sector will no longer agitate for funding and brain drain will definitely be arrested. Table 1 shows decline in the proportion of fund that is allocated to the entire education:

Table 1:

Proportion of Federal Government Budget Allocated to Education in Nigeria (1990 – 2012)

Year	% of Total Budget Allocated to Education
1990	5.3
1991	4.1
1992	6.3
1993	7.3
1994	14.9
1995	13.0
1996	10.8
1997	11.5
1998	9.6
1999	11.1
2000	10.1
2002	12.2
2004	10.5
2006	11.0
2007	11.0
2008	11.0
2009	10.2
2010	10.2
2011	10.7
2012	10.7
2013	10.7
2014	10.7

Source: FME, 2014

From Table 1, it is obviously clear that no time has the allocation to the educational sector come near the 26% minimum recommended by UNESCO. It can, therefore, be understood why there had been decline in quality of education provision in Nigeria. Onuka (2004) and Obayan (2006) see investment in education as capital investment which creates the basic tool for national development because human capital is the greatest source of national wealth. This is because it is the human capital that creates the wealth of any nation. Certainly the more educated he is, the more he is positioned to create greater quantum of wealth for the nation. Thus, funds that provide the basis for wealth creation must be made available to the university system that develops human capital.

It has become a public knowledge that funding of public universities is inadequate to meet all their needs, in spite of the fact that both government and parents are co-funding university. Though the latter's involvement in funding the education of their wards has increased, the phenomena of inadequate funding still stir the nation in the face. Obayan (2006) believes that providing quality education for the citizenry is a must, yet there cannot be quality education without adequate funding. He further states that it seems impossible to determine the pattern of fund allocation, thus, confirming the finding of Onuka (2004) that even government's officials are unable to ascertain the actual amount of funds they allocate to universities. At a point during agitation for better funding by the Academic Staff Union of Universities (ASUU), both the National Universities Commission (NUC) and Federal Ministry of Education released some figures on how much the government had given to federal universities. The one released by the Federal Ministry of Education contradicted that of the NUC, its own agency. There is also a contradiction within the figures released by NUC (Onuka, 2004). Obayan (2006) states in clear terms that the formula for allocating fund to universities is to be based on certain agreed criteria, among which are academic staff/student

(which varies according to disciplines), academic staff/senior administrative staff of 3:1, academic staff/technical staff ratio of 3 or 4:1 in the science-based disciplines, capital development, etc. Obviously, this formula has not been followed in fund allocation, otherwise, the situation would have been different from what now obtains in the Nigerian federal and state universities. There are several sources that can be explored to provide fund for the sector, how much of these has been used in funding public institutions in Nigeria?

Over View of University Education in Nigeria

The development of university education in Nigeria has passed through a number of stages which makes it to compete favourably with some other universities in the world. The number has grown from four federal universities in 1960s to 125 approved universities as at year 2012; there are 38 Federal Universities, 37 State Universities and 50 Private owned Universities (NUC, 2012).

The increase in the enrolment during the oil boom in 1970's and with the political pressure of the 1980's and early 1990's, marks the beginning of the decline in the quality of university education in Nigeria. This decline, sadly, has resulted on systematic collapse (Soludo, 2004). In two decades the number of university students increased in eight (8) fold, from fifty five thousand (55,000) in 1980 to more than four hundred thousand (400,000) in 2002. The number of candidates that apply for admission into the Nigerian universities has increased from 975,060 in 2002 to 1,503,931 in 2012.

Thus, the principal source of funding for the universities in Nigeria, given the free (tuition) education system has been the government in its different tiers. The over N80bn required in the management of universities in Nigeria is funded mostly by the federal government. Available statistics shows 85% dependence on government funding. Thus, Nigerian universities generate less than 20% of the total revenue required for its management. This shows the inefficiencies of these universities in internal generation of funds. Many

universities are saddled with unpaid pensions and salary arrears. Government ownership and monopoly of university education is a problem, more so with the consistent glamour for more funds and the assumption that government “alone” could adequately fund university education which ultimately leads to monopolizing the universities activities and directions.

Table 2:

Universities Funding from 1997 to 2006 in Nigeria: Recurrent

Year	Amount Requested by Universities (₦)	Amount Allocated (₦)	Percentage of Amount Allocated	Amount Received by the Universities (₦)	Percentage Amount Received
1997	10,522,155,501.00	4,929,093 300.00	47	3,697,190,940.00	35
1998	17,522,155,501.00	5,415,461, 292.00	31	7,295,447,523.50	42
1999	43,34695,125.00	7,568,388 580,00	22	10,362,430,271.9	30
2000	47,346,272,832.00	28,206,218 865.91	60	28,206,218,865.19	60
2001	49,150,259,219.11	26,948,001 227.42	55	28,419,719,502.74	58
2002	57,545,682,641.00	26,425,549 500.00	46	30,351,483,193.00	53
2003	65,516,132,727.00	34,411,319, 280.00	53	34,203,050,936.33	52
2004	199,677,706,206.00	41,051,218, 783.61	21	41,492,948,787.01	21
20005	42,604,257,068.00	50,961,971, 536.00	120	49,453,098,168.72	116
2006	71,090,382,041.00	75,400,267, 475.00	106	75,400,267,475.00	106

Source: National Universities Commission, 2012

Universities Funding from 1997 to 2006 in Nigeria: Capital

Year	Amount Requested by Universities (₦)	Amount Allocated (₦)	Percentage of Amount Allocated	Amount Received by the Universities (₦)	Percentage Amount Received
1997	5,298,000,000.00	2,130,085,265.00	40	1,650,354,002.00	31
1998	5,340,500,000.00	2,781,050,000.00	52	2,502,945,000.00	47
1999	6,189,000,000.00	2,939,000,000.00	47	1,469,500,000.00	24
2000	18,233,724,860.00	5,582,721,446.00	31	1,936,785,632.00	11
2001	19,761,500,000.00	4,896,323,619.00	25	4,226,691,359.00	21
2002	4,609,802,000.00	7,352,901,000.00	160	NA	NA
2003	13,246,000,000.00	NA	NA	NA	NA
2004	16,945,000,000.00	11,973,338,699.00	71	11,973,338,699.00	71
2005	10,122,800,000.00	11,253,660,000,000	111	8,822,869,440.00	87
2006	6,976,417,723.00	6976,417,723.00	100	6,976,416,815.00	100

Source: National Universities Commission, 2012

2013 Budget and Nigerian Universities

President Goodluck Jonathan on Wednesday, October 10, 2012, presented a N4.9trn budget proposal to the National Assembly and allocated N426.53bn to the education sector. This is just 10.7% of the national budget and explains very clearly why the nation's universities will continue to suffer the frustration and indignity of very low rating in the world ranking of universities. In July 2012, arguably the nation's first university, the University of Ibadan, was rated 3,216th position in the Webometrics world ranking of universities. In Africa, where Nigeria calls herself the 'giant', University of Ibadan was rated 45th position, behind South African and Ghanaian universities!

The fact that the Ghanaian government allocates 31% of its annual budget to education (see Table 3) explains why her universities are now superior to the Nigerian

universities. It is pertinent to note here that the University of Ibadan, from its inception in 1948 up to 1973 (25 years), was rated amongst the top 100 in the world due to the availability of state-of-the-art facilities which informed the remark in 1963 by Sir Christopher Ingold, a visitor to the institution's Chemistry Department from University College, London, as follows: "The Department of Chemistry, University of Ibadan, is pre-eminent in the continent and clearly at par with any Chemistry Department in the world". These were the good old days when the institution was the only known Nigerian university with high international recognition, reflecting the strong financial support from the then Nigerian government and from some philanthropic foundations and grant-giving agencies at that time. It is important to note that the oil boom had not started when the university attained international recognition. There is no doubt that the military incursion into the nation's political life largely due to the availability of oil and the lackadaisical attitude to education by our politicians from 1975 till date, seriously destroyed the university system.

Today, the proliferation of universities in the country has necessitated the lowering of the minimum cut off mark for admission from 200 to 180 and 180 to 120 in 2016/2017 and 2017/2018 admission respectively by the Ministry of Education, thus bastardising the education system and encouraging the intake of misfits and indolent students.

As long as the nation's politicians refuse to take university education seriously by not adhering to the minimum budgetary allocation of 30% as suggested by Okebukola (2015), our Universities will continue to remain unfit at the expense of the nation's development and our youths, who are at the receiving end. The education sector should receive nothing less than 1.274trn out of the 4.9trn budget proposal for 2013. This is only 26% of the total budgetary allocation compared to 31% spent on education by Ghana, a country less endowed than ours. Nigeria should be playing leading roles in adequate financial provision for

education in Africa but the reverse should be the case for a country which is the 5th largest producer of oil in the world.

It is very clear that our politicians are not educated enough to know the effect of having Nigerian youths trained in state-of-the-arts Universities in the country. It is the only way that we can ensure the rapid development of the nation. In August 2011, the Federal Executive Council approved two bills on university standards so as to regulate the quality of academic programmes in the Nigerian universities (*The Guardian* Editorial of 19th August 2011). This is clearly an effort in futility since the process of regulating standards is in-built in the university system and is religiously controlled by the university senate and certainly not by bills or laws outside the university. This explains why some universities must have higher standards than others in any nation, depending on the availability of funds. It is even more pathetic to note that more federal universities are being established in the country for political gains when the universities on the ground are suffering from acute shortage of funds.

Nigeria currently has 121 approved universities, 36 of these are federal, and 35 are state-owned while 50 are private universities (NUC, 2015). There are at least 30,000 academic vacancies in our Universities, excluding the nine new federal universities ‘established’ in April 2011, and we do not have qualified lecturers to fill these positions (Odiaka, 2012). The situation is so bad that we know of some young lecturers who teach in three different universities for financial gains. The reason for this acute shortage of academic staff is simply because qualified academics cannot be imported like cars but must be trained in highly equipped world-standard universities which we lack in Nigeria, particularly in the science-based disciplines.

Odiaka (2012) explains that Federal Government was advised to take the following urgent steps in order to avert the total collapse of university education in Nigeria:

- a. to increase her annual budgetary allocation to education from 11.7% to 30% without further delay.
- b. to reduce the number of federal universities in the country from 36 to 20 and give each university an initial grant of \$50bn for expansion to accommodate more students and to equip the laboratories and libraries to world-class standard.
- c. to reduce the huge salaries of all political office holders in the country by 50% as a way of showing their patriotism and support for tertiary education in Nigeria. A country where the Senate President reportedly earns N15m a month and the university Professor who trained him receives N0.5m a month or 3% of the Senate President's salary must seek divine intervention to get her priorities right.
- d. to establish an equipment factory in Nigeria for the assemblage of all types of research equipment needed by our universities or polytechnics. This can be done in collaboration with the established research equipment producers like Perkin-Elmer (U.S.A, U.K, Germany), Pye-Unicam (U.S.A, U.K) or Varian Instruments (U.S.A).
- e. to establish a chemical factory in Nigeria in collaboration with British Drug House in London or with Aldrich Company in the US. This will ensure steady supply of pure chemicals and solvents to all research laboratories across the nation. What we have now in Nigeria are fake chemicals and solvents from questionable agents.
- f. to establish a Nigerian Science and Engineering Research Council which should be well-funded to make research grants or awards available to deserving scientists within and outside Nigeria.
- g. to ensure steady power supply and availability of clean water in all universities and the nation in general. A country with epileptic power supply as we have in Nigeria today can never experience development.

Table 3:**Annual Budgetary Allocation to Education from 2005 to 2010 in Selected Countries**

S/N	Countries	% Budget Allocation to Education	Position
1	Ghana	31.0	1 st
2	Cote d' Ivoire	30.0	2 nd
3	Uganda	27.0	3 rd
4	Morocco	26.0	4 th
5	South Africa	25.8	5 th
6	Swaziland	24.6	6 th
7	Mexico	24.3	7 th
8	Kenya	23.0	8 th
9	United Arab Emirate	22.5	9 th
10	Botswana	19.0	10 th
11	Iran	17.7	11 th
12	USA	17.7	11 th
13	Tunisia	17.1	13 th
14	Lesotho	17.0	13 th
15	Burkina Faso	16.8	15 th
16	Norway	16.1	16 th
17	Colombia	15.6	17 th
18	Nicaragua	15.0	18 th
19	India	12.7	19 th
20	Nigeria	10.7	20 th

Source: World Bank, 2012

As shown in Table 3, the budget allocation to education in the selected countries in r 2005 and 2010 ranged between 10.7% and 31%. It could also observed that Nigeria has least budget within the years. This explains why Nigeria is losing values in the world development.

Concept and Indicators of Internal Efficiency in Education

The notion of efficiency has its origin in economics but it equally applies to education. Efficiency is defined as the optimal relation between inputs and outputs. An activity is being performed efficiently if a given quantity of outputs is obtained with a minimum of inputs or if a given quantity of inputs yields maximum outputs. The internally efficient educational system is one which turns out graduates without wasting any students-year. But the same cycle may be externally quite inefficient if the graduates turn out are of no impact on social and economy development of a nation (Ayo, 1995).

Internal Efficiency as described by Padmanghan (2001) refers to the number of students who pass from one grade to the other and complete that cycle within the stipulated period of time. It shows the relationship between input and output at a given educational level. Gupta (2001) noted that the question of internal efficiency is ultimately linked to the issue of resources allocation and utilization. One would expect that the more inputs are allocated and utilized, the more the returns. Education inputs comprise the buildings, teachers, students, books, teaching materials etc. which may be aggregated financially in terms of expenditures per year. However, the number of students enrolled and the number of students graduated constitute indicators appropriate to measure the efficiency in education. One student who spends one year at school is said to have spent one student-year. In this way, efficiency can be related to the amount of inputs expressed in monetary terms through the number of student-year used. Therefore, it is noteworthy to assert that efficiency is the achievement of the ends with the least amount of resources.

AbdulKareem (1989) describes that school resources refer to the funds, students, teaching and non-teaching personnel, classroom, library, laboratory, and other physical facilities available for use in the school in order to achieve stated educational objectives. Here, internal efficiency can be viewed as the extent to which the given resources are able to achieve the desired output as regards to the number of graduates an institution is able to produce with least cost.

Meanwhile, Indicators according to Jonstone (1991) explain things that give broad indication of the state of the situation under investigation. Indicators are in most cases compared to a 'standard' found above the previous scores. Indicators show the means of realizing or achieving objectives as well as describe the level approximately the objective can be achieved at any stage.

The following are the characteristics of a good indicator:

- a. it gives useful information to the policy making process;
- b. it offers information without distortions;
- c. it shows precision and comparability;
- d. it promotes reliability and frequency of updating;
- e. it relates with other indicators for global analysis;
- f. it measures how far or how close one is from the objectives;
- g. it identifies problematic or unacceptable situation;
- h. it meets policy concerns; and
- i. it compares values to reference values, to a norm-standard or itself, as computed for different periods Mehta (1999).

Many authorities such as Ayo (1991), Durosaro (1991), Owolabi and Fabunmi (1999), and Afolabi (2006) have written about the different indicators of Internal Efficiency and wastage in the educational system. The indicators of internal efficiency are enunciated below:

- a. Progression rate
- b. Wastage rate
- c. Graduation rate

a. **Progression Rate:** This refers to the actual number of pupils promoted to a subsequent grade as a ratio of the number enrolled in the previous year multiplied by 100. It also shows the rate of movement of students from one level to another, usually from a lower level to a higher level. It is mathematically denoted as:

$$P_g^t = \frac{P}{E} \times \frac{100}{1}$$

Where:

P_g^t = Grade promotion rate

P_{t+1} = Number of students promoted to class $g + 1$ in year $t + 1$

E_g^t = Total number of students in class g in year t .

b. Wastage Rate: It is used to describe un-certificated school leavers, who left school system before the completion of the course. Wastage may also occur between grade level; that is, those students who repeat the grade and those who drop out of the system between the grade levels or before the completion of the cycle.

$$W_g^t = \frac{E_g^t - P}{E_g^t} \times \frac{100}{1}$$

Where: W_g^t = Wastage rate

E_g^t = Enrolment at a given grade level

P = Number of promoters

Crude Cohort Wastage Rate: This is the percentage of repeaters and drop outs from the first year to the final year of academic sessions of a given cohort of students.

$$CCWR = \frac{E_g^t - E}{E_g^t}$$

Where CCWR- Crude Cohort Wastage Rate:

E_g^t = Enrollment at the first grade level

E = Enrollment at the final grade level

Refined Cohort Wastage Rate: This is the relationship between those who pass out or who graduate and the enrolment of student cohort at the first grade. This is based on the basic fact that not all those who reach the final year take the final year examination or pass it. It could be expressed thus:

$$RCWR = \frac{E_g^t - G}{E} \times \frac{100}{1}$$

Where RCWR = Refined Cohort Wastage Rate:

E_g^t – Number of enrolment at year t in class g

G – Graduates

E – Total enrolment

- i. **Repetition Rate:** This refers to the number of students who repeat a grade in the succeeding year as a percentage of the original enrolment in the same grade. It could be represented mathematically as:

$$R_g^t = \frac{R^{t+1}}{E_g^t} \times \frac{100}{1}$$

R_{g+1}^t = Number of students repeating class g in year t + 1

E_g^t = Total number of students in class g in year t

- ii. **Drop-Out Rate:** It refers to the number obtained when relating the number of students who withdraw from the system as a percentage of others in the class. This implies the students who are unaccounted for after deduction of the numbers promoted to the next class and the number meant to repeat from the total enrolled in the class.

$$D_g^t = \frac{E_g^t - (R + P)}{E_g^t} \times \frac{100}{1}$$

Where: D_g^t = Dropout rate

E_g^t = Enrolment in year t in class g

R = Repeaters in year t + 1 in class g + 1

P = Promoters

- iii. **Graduation Rate:** This refers to the percentage of the students enrolled in the final grade of the level who finally leave the system on completion of the course. This is very vital to the work of educational planners because it enables them to compute the input-output ratio in determining the efficacy of the system.

$$G_R^t = \frac{E_g^t - R^t}{E_g^t} \times \frac{100}{1}$$

G_R^t = Graduate rate

E_g^t = Enrolment at the final year in year t in class g

R_g^t = Number repeating the final year in year t in class g

For the purpose of this study, these formulae would be used to compute Internal Efficiency.

Resource Utilization and Internal Efficiency in Education

Education is globally a human right. It is the right of every citizen in a country or a nation. Even if it does not produce the goods and services that make up the national income, education is a satisfying item for consumption, its rewards are endless in the sense that no man ever ceases to educate himself from the cradle to the casket (Maiyo, 2006). Because of the prevalent inadequate resources in the educational sector, there is always the need for institutions to be both internally and externally efficient and there should be a linear relationship between resource utilization and internal efficiency.

The available resources within the jurisdiction of the institution have a great role to play in the quality of its products in terms of students' academic performance. Adeboyeje (1994) explains that effective management of school resources is a morale booster for teachers and students, usefulness in the determination of the worth of an institution, influence on the relationship between the school and the community and the utility of school as cultural, civic, recreational and youth centre. Hallany (1997), in his own opinion, identifies facilities as major factors contributing to internal efficiency. He submits that facilities, apparatus and others should always be considered and made available. Here, the resources (human and materials) are usually used as determinants of Internal Efficiency in the Nigerian universities.

Students' enrolment has witnessed unprecedented increase across levels over the years. The number of students in a lecture room to be attended to is an impetus to academic performance. In a situation where equipment meant for 500 students are being used by 2000 students, then the quality of teaching and learning would be adversely affected. Owolabi (2000) explains that problems concerning the effectiveness of education would be better

understood only where there was systematic collection and analysis of data with the help of indicators, which might be developed for such analysis. Owolabi (2000) feels that it is unrealistic to compare the examination results of schools in terms of successful completion of a particular cycle without considering the students inputs and the incidence of drop-outs and the repetition in the institution, which are likely to have a great influence on the students' performance in their final year. Therefore, the number of students exposed to the available resources will depend on their mastery of the content of what is being thought in the lecture room.

Adesina (1990) opines that the enrolment explosion in the education system precipitated some sorts of crisis which results in to enormous wastage in the education process and consistently declines quality of those sent out annually from the classroom. Researchers on students' academic performance have examined many predictive variables of students' performance. Such predictive variables include strategic plan implementation, promotion rate, wastage rate, graduation rate and the likes. Salami (1995) uses efficiency to describe academic performance when he said, "educational efficiency is determined by the capacity of the educational system to effect the transformation of educational inputs into outputs (p.85).

Durosaro (1985) examines the extent to which resources are optimally allocated to achieve an internally efficient educational system in the old Bendel State now Edo State. Durosaro (1985) discovers that there were inadequate sectorial allocations and that the budgeted amount for education was greater than the actual amount expended on education. AbdulKareem (1989) discovers that resource allocation is crucial to internal efficiency of secondary schools in Kwara State. The researcher agrees with the studies of Durosaro (1985) and AbdulKareem (1989) but would like to go further to look at how internal efficiency can be achieved through funding.

Ayoku (2005) points out that government financial allocation to education since independence in 1960 are full of irregularities. In spite of the role of education in the socio-economic political and technological development, other sectors of the economy are competing with education in terms of budgetary allocation. It was observed that due to the shortage of funds, schools are noted for considerable number of wastages, fraud, inflation and absence of internal control which is bound to influence students' academic performance which in turn serves as a determinant of internal efficiency (Ayoku, 2005).

Teachers Quality and Internal Efficiency of Education

The development of education in the world all over compared to the development economy moved faster. However, the budgets for education budgets appear to be under pressure in developing countries. This is as a result of economic meltdown. The significant drop oil revenue and consequently reduction in the amount of resources available for distribution among the various sectors of the nation's economy in developing countries had made the programme of education to suffer set back. Despite the scarcity of resources, it is important in developing countries to expand and reform the educational programme so as to ensure that education provide lasting solution to the economic growth of the nation. Among the human resources required for the production function of the school system as reported by Shehu and Oluwadare (2014) are the teachers. This is because teachers play facilitative roles in the teaching – learning process. Teachers have profound influence in the social – cultural development of their society, since they influence many values directly or indirectly to their students. In spite of the advancement in science and technology, the teacher is not yet displaced in the classroom nor has his important role diminished (Adeyemi and Akpotu, 2009). The policy document guiding the programme of education (FRN, 2014) identified teachers' quality and dedication as significant predictors of quality of education.

Organization success is a resultant influence of quantity and quality of its human resources. Teachers constitute very sensitive working force of education and Ibukun (2009) opined that teachers hold the key to nation building. The desire of any nation to transform and reform a country can only be achieved through efficient and effective programme of education. The competencies and dedication of teachers to impact appropriate attitude, skills and knowledge is germane for national development. Adegbemile (2004) reported that predominance of women in the job, problems of attrition in the teaching force and the dwindling enrolment in teacher education programmes especially the male applicants seeking admissions into tertiary institutions are as a result the low social status accorded to teachers in Nigeria. Teachers' welfare and conditions of service are not encouraging in Nigeria.

Goals of Higher Education in Nigeria

According to Adeyemi (2001), Higher Education refers to a system which embraces much of the country's research capacity and reproduces majority of the skilled professionals that are required in the labour market. Obanya (1999) views higher education thus:

Higher education is taken to embody all organized learning and training activities at the tertiary level. This includes conventional universities, those with the conventional arts, humanities and science faculties as well as specialized universities like institutions specializing in agriculture, engineering, science, and technology. It also includes post-secondary institutions such as the polytechnics and colleges of education. (p42.).

Higher education includes all forms of professional institutions drawing from the available pool of persons who have completed various forms of secondary school education: Institution of the military, the police, nurses, agriculture, forestry, veterinary workers, catering services, tourism, secretarial services and other possible combinations of programmes. Even this wide spectrum does not exhaust the possibilities of forms of higher education such as non-formal higher education. Indeed, any situations in which mature persons are organized for building up their knowledge and skills, to apply knowledge to the analysis and search for solutions to life problems.

According to the National Policy on Education (2013), the goals of tertiary education are to:

1. contribute to national development through high level relevant manpower training;
2. develop and inculcate proper values for the survival of the individual and society;
3. develop the intellectual capability of individuals to understand and appreciate the local and external environment;
4. acquire both physical and intellectual skills for self-reliance;
5. promote and encourage scholarship and community service;
6. forge and cement national unity; and
7. promote national and international understanding and interaction.

The above goals as enunciated by the NPE are laudable enough for consideration and utilization by educational managers for the purpose of improving and sustaining Nigerian educational system. It is a statement of fact that the sustainability of institutions, organizations or any society depends largely on the creative capacity of the institution so as to effectively perform its functions by offering the required services for the sustenance of the system. Services performed are those that can significantly contribute to the growth of Nigerian educational institutions and the society within the context of a sound macro-economic and political environment.

Sustainability and Goal Achievement of University Education in Nigeria

The sustainability of university education may be said to be dependent on how the system performs in terms of leadership in the implementation of higher education policy through proper control, organization, budgeting and upholding of the basic social beliefs, values of the system to achieve its set down goals and objectives for a sustainable development (Udida, Bassey, Udofia and Egbona, 2009).

Agwaranze (1987) maintains that universities have the basic responsibility to provide good educational opportunities through a well-developed curriculum that aids students to obtain academic and professional competences in selected fields, fulfill appropriate standards of academic conduct, explore cultural interest and the enhancement of cultural skills. The university system is faced with lot of draw back and these problems which affect system performance include inadequate funding, inadequate coordination of curriculum, leadership problems, lack of infrastructural facilities etc to mention but a few.

Application of Goal Achievement in Education

For the past two decades, achievement goals have been a central construct in the study of motivation in achievement settings. Some achievement goals research has been experimental in nature, manipulating goals and examining their effects on outcomes relevant to achievement. However, the vast majority of achievement goal research has been correlational, measuring preexisting goals and examining the antecedents and consequences of these goals in concurrent, prospective and occasionally longitudinal designs. Both the experimental and the correlational researches have yielded a substantial amount of information about the strivings of individuals (most commonly students, athletes, and employees) in the achievement contexts and the implications of these strivings (Duda 2005; Elliot 2005; Meece, Anderman, & Anderman, 2006; Payne, Youngcourt, & Beaubien, 2007; Ryan, Ryan, Arbuthnot, & Samuels, 2007). Beyond doubt, the achievement goal construct represents a landmark contribution to the century-long study of competence and motivation.

Although clearly informative and generative, the achievement goal approach also faces its share of challenges and difficulties. Perhaps, foremost among these challenges and difficulties is a long-term struggle to assess achievement goals in a conceptually rigorous manner. Some achievement goal measures rest on a weak foundation in that the achievement goal concept is not clearly articulated as a priority, thereby providing little guidance for how

goals should be operationalized. Even when a clear conceptualization of achievement goals is in place, there is often poor correspondence between how the goals are conceptualized and how they are operationalized. This poor correspondence is of great consequence because it makes it difficult to interpret empirical results straight forwardly and confidently, whether they are supportive or unsupportive of theoretical predictions. Interpretational ambiguity, in turn, retards theoretical progress in the achievement goal literature and undermines attempts to transfer information gained from researches to real world achievement settings.

Researches identify several specific problems with the measurement of achievement goals in the current literature. Researchers focus primarily on one achievement goal measure - Elliot and McGregor's (2001) Achievement Goal Questionnaire (AGQ) - to explicate and illustrate these problems. To start by describing the conceptual foundation from which the AGQ emerged and then show different ways in which particular AGQ items do not optimally correspond to this conceptual foundation and do not describe how such problems may be rectified. Also, reference could be made to other examples in the achievement goal literature to demonstrate that these problems are not unique to the AGQ. The result of critiquing and adjusting the AGQ is a new achievement goal measure, the AGQ-Revised (AGQ-R), which led to empirically test. Specifically, examine the structural validity of the measure using both established and novel procedures and report data on the predictive utility of the goal subscales from this measure. Aim is to demonstrate that the problems with existing achievement goal measures can be rectified while retaining (and perhaps, in some instances, even enhancing) the reliability and validity of the original measures.

Elliot and McGregor's (2001) AGQ was designed to assess achievement goals as conceptualized in the achievement goal framework (Elliot, 1999; Elliot & McGregor, 2001) within the hierarchical model of approach-avoidance achievement motivation (Elliot, 2006). From this perspective, achievement goals are conceptualized as cognitive-dynamic aims that

focus on competence, and any given achievement goal is thought to contain components from two independent competence dimensions.

The *definition* dimension forms the basis of a mastery–performance distinction, which has been a part of the achievement goal tradition since its inception (Maehr & Nicholls, 1980). Competence may be defined in terms of the standard used to evaluate it, that is, relative to an absolute or intrapersonal standard (mastery) or relative to a normative standard (performance). Mastery-based standards tend to focus individuals on learning, whereas performance-based standards tend to focus individuals on performing (Dweck, 1986).

The *valence* dimension of competence forms the basis of an approach–avoidance distinction, a later addition to the achievement goal tradition (Elliot & Harackiewicz, 1996). Competence may be valence in terms of whether it is focused on a positive possibility to approach (i.e., success) or a negative possibility to avoid (i.e. failure). Combining the mastery–performance and approach–avoidance distinctions leads to four different types of achievement goals: mastery-approach (focus on attaining task-based or intrapersonal competence), performance-approach (focus on attaining normative competence), mastery-avoidance (focus on avoiding task-based or intrapersonal incompetence), and performance-avoidance (focus on avoiding normative incompetence).

Most achievement goals theorists would likely agree that achievement goals are best construed in terms of purposeful commitments that guide future behavior. Nevertheless, taken at face value, many goal items do not seem to be temporally focused and do not appear to assess intentional commitments. Some items ask respondents to report on how they define success (e.g., “I feel most successful when . . .”; Button, Mathieu, & Zajac, 1996).

There are two approaches to goal achievement. These are;

1. Mastery-Approach Goal vs Mastery Avoidance Goal
2. Performance Approach Goal vs Performance Avoidance Goal

Factors Militating against Goal Achievement

A host of achievement goal measures have appeared in the educational psychology, industrial-organizational psychology, social-personality psychology, and sport and exercise psychology disciplines over the past two decades, some of which have focused on the mastery-performance distinction alone, and others have focused on both the mastery-performance and approach-avoidance distinctions. The following are number of problems that have appeared in these measures.

Failing to Assess Goals: Goal is conceptualized as an aim that one is committed to and which serves as a guide for future behavior (Elliot, 1999; Elliot & Fryer, 2008). However, the prefixes of some items seem to suggest a value (e.g., “It is important for me to do better than other students”) or a concern (e.g., “I worry that I may not learn all that I possibly could in this class”), rather than a goal per se. Our solution to this problem is to select the same set of three prefixes for each goal scale each of which is exclusively goal-based (“My goal is to . . .,” “My aim is to . . .,” and “I am striving to . . .”).

Collapsing the Goal and the Motivation: A goal is construed as a cognitively represented aim. This aim is viewed as separate from the reason or reasons why the person is pursuing the aim (Elliot and Thrash, 2001). As such, mastery-based and performance-based goals are differentiated with regards to the specific type of competence (incompetence) that one seeks to approach or avoid. Any additional reasons for such striving are excluded from the goal construct per se. From this standpoint, it is best to assess the reason behind the goal separately from the goal itself; thereby, allowing the possibility of numerous achievement goal “complexes” (i.e., goal-reason combinations. One of the performance-avoidance goal items collapses the goal with an underlying motive - fear of failure: “My fear of performing poorly in this class is often what motivates me”. Indeed, it focuses more on the motive than the goal. Solution to this problem is to omit the motive content in the version of this item,

thus, allowing fear of failure to be assessed separately and the link between fear of failure and performance-avoidance goals to be examined without item overlap.

Putting One Goal against Another: Achievement goals are not presumed to be negatively correlated but instead are expected to be positively correlated (when they share a dimension) or uncorrelated (when they do not share a dimension). Accordingly, achievement goals of various types may be pursued at the same time, and it is best to assess each goal separately from the others. However, one of the performance-avoidance goal items uses the word *just* (“I just want to avoid doing poorly in this class”) to subtly imply the exclusion of other goals. Some achievement goal theorists explicitly embrace the possibility of multiple goal pursuit (Barron and Harackiewicz, 2001; Pintrich, 2000). Even theorists who emphasize the possibility of performance-approach goals driving out mastery-approach goals do not portray these goals or any others as strongly negatively correlated in most achievement settings. Nevertheless, several achievement goal measures include items that play off one goal against another. For example, in the item “Although I hate to admit it, I sometimes would rather do well in a class than learn a lot” (Dweck, 1999.).

School Facilities as Aids to Educational Goal Achievement

School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate physical facilities for education cannot be over-emphasized. The dictum that “teaching is inseparable from learning but learning is not separable from teaching” is that teachers do the teaching to make the students learn but students can learn without the teachers. According to Akande (1985), learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students learning outcome. Facilities include books, audio-visual, software and hardware of educational technology size of classroom,

sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged (Farrant, 1991 and Farombi, 1998).

According to Oni (1992), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further states that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Farombi (1998) opines that the wealth of a nation or society could determine the quality of education in that land. He emphasizes that a society that is wealthy will establish good schools with quality teachers and learning infrastructures so that students may learn with ease, thus, bringing about a good academic achievement. Writing on the role of facilities in teaching, Oni (1992) submits that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Oni (1992) further reiterates that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher but individual students will also learn at their own paces. The net effect of this is the increased overall academic performance of the entire students.

In a study on resource concentration, utilization and management as correlates of students' learning outcomes in Oyo State, Farombi (1998) discovers that the classroom learning environment in some schools was poor. He cites examples of schools without chalkboard, absence of ceiling, some roofing sheets not in place, windows and doors removed, among others, a situation which the researcher regarded as hazardous to healthy living of the learners.

The quality of education delivered by teachers and the academic achievement of students in university is dependent on several factors of which school facility is paramount.

School facilities are material resources that enhance teaching and learning thereby making the process meaningful and purposeful. School facilities can be referred to as a school plant. School facilities can be defined as the entire school plant which school administrators, teachers/lecturers and students harness, allocate and utilize for the smooth and efficient management of any educational institution and for the main objective of bringing about effective and purposeful teaching and learning experience. School facilities are the physical and spatial enablers of teaching and learning which increase the success of results. School facilities serve as pillars of support for effective teaching and learning. Oyesola (2000) sees school facilities to include permanent and semi-permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables.

Good quality and standard of school depend largely on the provision, adequacy, unitization and management of educational facilities. Akinsolu (2004) asserts that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, school facilities are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets.

In Nigeria, university enrolment among other levels of education has continued to increase without a corresponding increase in facilities for effective teaching and learning. As a result of underfunding of education in Nigeria, the government has been encouraging proper maintenance of available school facilities. School facility maintenance entails ensuring that the facilities are kept near their original state as possible. This involves keeping the school sports and football field clean, periodic renovation of the buildings, servicing of the school bus and generator sets, repairs, etc. for the purpose of restoring the facilities to

optimum working condition. Akinsolu (2004) sees school plant maintenance as any work carried out on any component of the plant with a view to keeping it in good working condition. According to Hinum (1999) the quality and durability of a building largely depend on the type and level of servicing, repairs and the rate at which the needs and requirement change. School facilities management involves keeping records of the facilities, supervising the facilities, planning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available facilities.

Plethora research reports have revealed that a significant relationship existed between school environment and students' attitude to schooling (Ikoya and Onoyase, 2008). Studies have also shown that the condition of school facilities has a strong effect on the academic performance of pupils. Students who were taught in modernized buildings scored consistently higher across a range of standardized tests. Adeboyeje (1994) reports that schools with well-coordinated plant planning and maintenance practices recorded better students' performance. Burkett and Bowers (1987) report that students in newer and those with adequate school facilities outperformed students in older and inadequate school facilities. Conducive school physical environment could enhance students' school attendance, involvement in academic activities and positive academic performance.

In addition, Adesina (1999) stresses that the quality and quantity of educational facilities available within an educational system positively correlates with the quality and standard of the educational system. Durosaro (1998) examined school plant planning in relation to administrative effectiveness of secondary schools in Oyo state of Nigeria. He found that schools that planned and maintained their facilities had higher students' retention and were more effective than the others. Many scholars, researchers, administrators and educational planners have confirmed that school facilities in Nigerian schools are inadequate

and few available ones are being over utilized due to the astronomical increase in school enrolment.

Capacity Building and University Education

The goal of capacity building, according to DID (2010), is to facilitate individual and organizational learning which builds social capital and trust, develops knowledge, skills and attitudes, and when it becomes successful, it creates an organizational culture and a set of capabilities which enable organizations to set objectives, achieve results, solve problems, and create adaptive procedures which enable them to survive in the long run.

Capacity building in university system has been identified as part of an organizational strategy to improve overall productivity, motivate staff to deliver high quality services and create an ongoing commitment to innovation and system improvement. Viewed from this perspective, staff training is an integral part of a larger human resources investment; it is a strategy designed to transform workforce service delivery system into "high performance" organizations that strive continuously to improve service quality. Most organizations also find out that staff training is essential to support several specific elements of system change as described here.

1. Team-building training is often required to mould staff from a number of different partner agencies-each with its own identity, work culture, program rule and job expectation-into a functioning career centre system with a shared customer-service approach and seamless service delivery.
2. Staff often needs training in computer literacy and specific computer skills because services emphasize the use of up-to-date information technologies to deliver customers services and support internal management functions.

3. Staff usually requires training to move from narrow program-based job functions to the delivering of broader service functions that receive funding from a variety of program-based funding streams.

In addition to contributing to the development of technical outputs, human capacity building can directly benefit both the newly trained individuals and the organisation that they work for. The benefits to trainees are the most direct link between capacity building and impact. The main benefits to trainees include improvements in confidence, competence, promotion and higher income (Templeton, 2009). Also, the benefits of capacity building can flow to the trained individual and host community as a whole. The community-level impact of the capacity built arises from the outputs generated (and adopted) when this capacity is used. Gordon and Chadwick (2007) state that as a rule of thumb, a worker's lifetime income is higher, on average, by around 10% for each additional year spent in formal education. At the organizational level, the efficiency of the organization can be enhanced through the trainees' capacity-induced changes in practice and behaviour. This is reflected on increased efficiency in the provision of services or outputs innovations in the type of services or outputs delivered and in the delivery process in new and better R&D effectiveness as well as increased influence in the policy arena. As a general rule of thumb, workers tend to accrue around half of the productivity improvement from training, the other half being captured by the firm (Gordon and Chadwick, 2007). Systems and policy level capacity building activities improve the external environment in which organizations and individuals function, including structures supporting the way organizations interact, and/or policies and standards that must be adhered to. These may be at the national level or below. Organizational level capacity building activities improve the performance of internal organizational systems and processes, leading to stronger organizations with the ability to adapt and continue to develop over time. Individual/workforce level capacity building activities improve the performance of staff

according to specifics, defined competencies and job requirements (Fye, 2012). The following are the four key elements that play a significant role in determining the scope, design, and ultimate success of any capacity building engagement:

1. the desired outcome or defining goal
2. the change strategy selected to help realize that goal
3. the champions guiding the efforts, be they internal or external and
4. the resources-time, energy and money-invested in the process.

The results of capacity building can be seen at three levels. These are:

1. improvement in the capacity of the organization to do what it already does (products/services delivery capacity)
2. improvement in the organisation's capacity to grow (expansion capacity)
3. improvement in the organisation's ability to sense needs for change and respond to them (adaptive capacity).

All three are needed to produce high-performance levels over time.

Capacity Building Programmes and Productivities in an Organization

In most organizations, whether large or small, there are three basic elements to look out for. The first is the human element which comprises employee working in the organization, the second is the method of operation needed to enable the organization function effectively both internally and externally, while the third element is how to enhance productivity and the efficiency of employees. This is where capacity building and manpower development come into play. Capacity building, training and manpower development have, over the years, risen to a new found importance so much so that numerous literatures abound on the topic both within the academic and non-academic circles. It is much more than training and includes human resources development, which involves the process of equipping

individuals with skills, understanding, access to information, knowledge, and training which enable them to perform effectively (Barney, 2001).

Capacity building has its origin in the United Nations and its quest to develop people and entities. The lead with the UN system for action and thinking in this area was given to United Nations Development Programme (UNDP) and has offered guidance to its staff and governments on what was then called institution building. This involves building up abilities of basic national organizations, in areas such as Civil Aviation, Meteorology, Health, Education, Nutrition etc., to do their task well (Fye, 2012).

UNDP recognizes that the capacity building is a long-term process in which all stakeholders participate (Ministries, Local authorities, Non-governmental organizations, Professional Associations etc.). This creates enabling environment with appropriate policy and legal frameworks, institutional development, community participation (of women in particular), human resources development, and strengthening of managerial systems. In every organization like university, manpower represents a key decision area and, as such, occupies an ever increasing significance in modern day organizations. This is primarily due to the fact that manpower is an extremely valuable asset in any organization. This importance can be exemplified in the crucial role it plays in attainment of university goals (Akinusi, 1983).

It is worthy to mention that the single advantage that any organization may have over any competition sometimes consists of the number and quality of people employed to manage organizational activities. For manpower to be able to perform its duties, it needs to acquire necessary knowledge and skills, which will help in no small measure to improve the productivity of the organization. This is made possible by the provision of adequate training and capacity building programme by the organization.

Training and development help to ensure that organizational members possess the knowledge and skills they need to perform their job effectively, take on new responsibilities

and adapt to changing conditions (Jones and George, 2008). It is further argued that training helps improve product / service quality, customer satisfaction, productivity, morale, business development and profitability. According to Nwachukwu (1988), emphasis placed by any organization on training and development of its employees determines the productivity of the organization. Technological innovation which occurs every day renders today's skills and method ineffective for tomorrow's activities. Thus, one crucial function of management is to ensure that employees without necessary skills are helped to acquire them, while those who do are helped to update them. Furthermore, to emphasize the importance of capacity building in employees, the International Labour Office (2000) affirms that development and training improve their trainees' prospects of finding and retaining jobs while also improving their productivity at work and their income earning capacity. It also effectively widens their career choices and opportunities. Shields (2007) conceptualize performance as a manageable human resource phenomenon to achieve prescribed outcomes, using insights from open systems thinking in cybernetics. Three main elements are placed in a linear arrangement: inputs, throughputs, and outputs, and understood in terms such as the application of knowledge and skills to transform the input factors 'into tangible outcomes-managerially desired behaviour and goal attainment. Locating the definition organizationally, Shields (2007) explains that each of the systemic factors that may be subject to performance management interventions may be extended to include collective and, in turn, organization-wide dimensions, where managers take active steps to align people with processes and forming a technical system from which to deliver the desired levels of service delivery in cost effective ways.

In view of the dynamics in the modern day business environment, capacity building and manpower development is one of the key activities that any organisation must engage in if it hopes to survive. A capacity building and manpower development unit (training) is created in any organisation to coordinate all training activities of the organisation. It has the

responsibility of determining training and development need by deciding when and what kind of training, for whom, where, under what conditions, at what cost and by whom the training will be implemented. All these activities are necessary to enable an organisation derive the utmost benefits from its capacity building activities. However, many organisation fall short of focusing adequate attention on building adequate capacity among their workforce, thereby, inhibiting the productivity, efficiency, effectiveness and growth of such organisation.

Capacity is defined as the ability of individuals and organisations or organizational units to perform functions effectively, efficiently and sustainably. Capacity building is an evidence-driven process of strengthening the abilities of individuals, organizations, and systems to perform core functions sustainably and to continue to improve and develop over time (Fye, 2012). Capacity building is a risky, messy business with unpredictable and unquantifiable outcomes, uncertain methodologies, contested objectives, many unintended consequences, little credit to its champions and longtime lags. Capacity building activities involve strengthening organisations in the areas of administration, finance, human resources, and facilities. Capacity building is a complex notion-it involves individual and organisational learning, is inevitably long term, and should be demand driven. If successful, it contributes to sustainable social and economic development. Capacity building is the process of developing and strengthening the skills, abilities, processes and resources, which organizations and communities need to survive, adapt and thrive in the fast changing world. For the organization, capacity building may relate to almost any aspect of its works, improved corporate governance, leadership mission and strategy, administration (including human resources, financial management and legal matters), programme development and implementation, evaluation, advocacy and policy change, marketing, positioning, planning, income generation etc. For the individual, capacity building may relate to leadership

development, skills acquisition, speaking abilities, technical skills, organizational skills and other areas of personal and professional development (Linnell, 2008).

The Department for International Development (DID, 2010) defines capacity building as enhancing the abilities of individuals, organisations and systems to undertake and disseminate high quality research efficiently and effectively. Capacity building efforts can be designed to serve individuals, organizations, geographical or interest communities, or the nonprofit sector as a whole. Furthermore, the intensity and duration of the effort can distinguish a capacity building engagement as either aimed at implementing new systems (short term) or achieving wider organizational change (long-term). These efforts can further be usefully classified based on the areas of organizational life they seek to affect: external relationships, internal structure, leadership, and/or internal management systems.

Mentoring and University Education

Many European universities became interested in the '80's in creating placement services and programmes not limited to merely providing information but also actively engaged in helping to integrate and to educate young people in view of empowering individual and social perspectives (Isfol, 2005).

In 1998, it was proposed that working models of university services at a European level was diversified on the basis of two criteria: focus and level of intervention. These can be characterized by the types of persons who utilize the service and the dimension it is concerned with (study, work and career). Three categories can thus be defined:

1. Educational guidance or services to assist the students in their educational and professional endeavors
2. Vocational guidance or services to assist the students in their educational and professional choices

3. Personal guidance or counseling services providing personal or relationship counseling services.

If services are considered, instead, from the point of view of the level of intervention, three models can be defined:

1. Services that are parts of a formal didactic function
2. Services linked to a formal didactic function but requiring a specialization degree
3. Services that are unconnected to a formal didactic function and supported by specialists.

The mentoring services promoted and actuated by the support service offered to the staff in the universities belong to this last category. As staff support does not focus entirely on didactic programmes but is also concerned with educational problems and difficulties a staff may experience while pursuing academic activities. It is particularly important that an efficacious link with university services deeply integrated in the university system is available particularly at the beginning of the university journey. The university and, in particular, teachers are compelled to compare traditional and advanced teaching methods and modalities of transmitting knowledge. Tutoring and mentoring can play an important role in this process.

Tutoring and Mentoring in Advanced Countries

Tutoring and mentoring in the Italian and Spanish university systems present different characteristics. Mentoring and tutoring models generally aim to assist the newly employed staff to achieve success in the academic and social dimensions.

There are, nevertheless, differences in these practices from social/communication perspective as well as educational points of view. The term tutoring refers to the practice by which an expert (tutor) assists a novice in the learning process. The tutor's work in assisting in the transmission of knowledge, experience and expertise is enhanced and becomes more

natural if the relationship between the student and the tutor is "au pair" (on an equal standing). The relationship becomes more efficacious because the two actors have a similar age and background.

Peer education, which means literally, education between peers, was utilized primarily in the Anglo-saxon schooling system as a means to prevent adolescents from abandoning the school. The peer tutoring process arose from the "educational practice by which, at the teacher's direction, more competent students assist those less competent in a cooperative effort on a one to one basis or in small groups" (Fye, 2012). Tutoring has a double function: one, a social action is carried out to teach specific abilities linked to a particular context, two it is a formative experience in terms of sharing and participatory learning.

Mentoring arose in the United States in the 1880's in an attempt to prevent further diffusion of the phenomenon of scholastic abandonment, and only later did it become widespread in the adult population and in subjects suffering from educational, social and professional distress. Mentoring is defined as one-on-one relationship between two parties: the mentor and the mentee. This type of process is particularly adapted within a job or educational context and it is also used in social prevention programs. A predefined mentoring program does not exist as support, itself, arises out of relationship which is founded and based on a voluntary choice made by both subjects.

Mentoring is, therefore a situation based on support and trust in which assistance is offered to one or more students who are experiencing a difficult period of transition. The process is based on a relationship in which the mentor aims to assist the mentee by preventing and overcoming social impairment, by empowering and helping to promote self-confidence and esteem as well as trust in others and thus promoting the student's general wellbeing with

respect to the tutor. The mentor is less bound to any institution and more focused on the relationship and the needs of the mentee.

In fact, what distinguishes mentor from tutor is that the former is more oriented “towards providing emotional-affective support tending to enhance both identification with and distance from the self” and the relationship that develops between the two tends to be more empathic and participatory, while the tutor-student relationship is more functional and goal-oriented.

Information and Communication Technology Tools in University Education in Nigeria

ICT tools are the use of computer system and telecommunication equipment in information processing. It is made up of three basic components namely; electronic processing using the computer transmission of information using telecommunication equipment, and dissemination of information in multimedia. ICT tools can simply be defined as the acquisition, processing, storage and dissemination of vocal, textual, pictorial and numerical information by micro-electronic-based combination of computers and telecommunication. It is seen as the product of the marriage between computer technology (essentially for information acquisition storage and processing) and telecommunication technology which is for information distribution.

It is usually expressed mathematically as $\text{computer} + \text{telecommunication} = \text{information technology}$. ICT utilization is the presentation and distribution of instructional content through web environment (e-teaching) to support learning and communication (Yusuf, 2005).

Information and Communication Technology (ICT) is an indispensable influential factor of the contemporary world. Nations all over the world have adjusted to meet the challenges of the knowledge age. ICT has brought about rapid technological, political and economic transformation which has eventuated in the network society organized around ICT

(Akawu, 2009). The university education is not left out by the penetrating influence of information and communication technology (Egomo, Enyi and Tah, 2012). ICT tools, undoubtedly, have impacted in no small measure on the quality and quantity of teaching and learning and management of the university education through its dynamic, interactive and engaging content, and provide real opportunities for individualized instruction. Information and communication technology has the potential to accelerate, enrich and deepen skills; motivate and engage students in learning; help to ease administrative challenges, help to relate school experiences to work practices, helps to create economic viability for workers; contributes to radical changes in school; strengthen teaching and provides opportunities for connection between the school and the world (Ottan, 2009).

ICT provides opportunities for schools to communicate with one another through e-mail, mailing list, and chat rooms etc. It also provides quicker and easier access to more extensive and current information and it can be used to do complex mathematical and statistical calculations. Yusuf (2005) posited that ICT provides researchers with a steady avenue for the dissemination of research reports and findings. The utilization of ICT in instructional service delivery among lecturers in Nigeria universities has been more of a departmental affair, rather than institutional and these departments are in sciences, medical and computer sciences where the synergy between research and teaching is strong. The essential infrastructure for course development and delivery were most accessible. Even at that what was obtainable was the lowest aspects of ICT such as print, audio/video tape and digital radios (World Bank, 2002).

Lecturer Welfare Services: Safety, Security and Health Services in University Education

Human resources management in any organization is a sensitive and necessary aspect of an organization management to achieve the set goals. The university just like any other organization need human resources management as important tool for effective management of universality system (Ayodemeji, 2009). The employers of labour in the third world have seen safety, security and health services in their organization as way of providing the workers psychological happiness on the job (Ogunsaju, 1983). Staff welfare services are parts of human resources management in university education. Oyedeji (2012) sees personnel management in education sector as not a means of manipulating employees (staff) and getting the best returns from them, rather it is series of procedures through which the education enterprise may establish common goals and may work most effectively through towards the goal attainment.

Ayodimeji (2009) explains that personnel service in education is guided by policies which regulate the actions of the school. Also, Oyedeji (2012) identified the following as the guidelines for personnel management policy:

1. The policy must be consistent with the goals of the organization.
2. The policy must be reasonable before it can be effective.
3. The policy must be seen to be necessary.
4. The policy must be applicable.
5. The policy must be written to the understanding of the workers.
6. The policy must be distributed and communicated to staff in form of a book.

Staff services in education sector therefore, are the services the university rendered to staff in the university. Edem (1987) identified the services to include: making staff share in the decision making process; assisting staff to improve his or her productivity; being attentive

to his material and social needs and others. Perhaps these could be interpreted to reflect what the school administration must do for his staff if he is to create conducive teaching learning situation. The concern here, however, is safety and security services, and health services in the university. Administrators need to bear in mind the very essence of these services to achieve educational objectives with considerable ease.

Safety and Security Service

Many organizations especially the non-industrial ones, underestimates the importance of staff safety and security. Some of the things that make the staff in the school to feel secure are the satisfaction of his basic needs such as food, clothing and shelter (Ayodimeji, 2009). They are the foremost reasons why people take up jobs and they appear to be strongest in staff early work life and must be satisfied to make staff feel secure. Wendel (1995) explains that the school head should therefore, see the importance of money to the staff which has a dominating influence on him especially in the early stage of the staff's career. The school head should therefore, make sure staff salaries are paid accurately, regularly and promptly and, should therefore, arise a situation where salaries cannot be paid promptly the staff should be informed and the reasons explained in detail. The school head should desist from unnecessary delay of payment of salaries due to minor offences or mistakes. This is so because such delay could cause insecurity for his family and they may starve or fall sick. The school head should ensure that staff is duly promoted. Promotion gives the staff an additional security in terms of monetary rewards that follow promotion. His promotion may also move him from a lower level position to a higher one where his authority and powers are increased. It is therefore, wise that the school administrator should take the issue of promotion seriously by recommending staff that are due, filling their annual evaluation reports and assisting them to overcome barriers hindering their promotions. When security is established the administrator has to take into account the safety needs of the staff.

One major area of providing safety and security for the staff is housing, staff that have no house allocated to them cannot be sure of the safety and security of their families and their belongings and these will invariably affect their productivity or performance. In a school like university, there are some categories of academic and non-academic staff that are entitled to institutional houses. Where houses are not available, the university authority may not be able to render much help than to explain the situation to the staff and make suggestions on how they can make arrangement to obtain private accommodation. Some university, who actually know the importance of the safety need to staff performance, may contemplate beyond mere suggestion to the staff. They go personally to exert their influence in order to make very suitable and modest accommodation arrangements for their staff in the town where the university is situated.

Health Services

Health, it is said, is wealth. In organizations health is higher than productivity or performance (Abass, 2005). The physical and mental wellbeing of university staff should be parts of the major concern of the university authority. The distinction between safety and health is somewhat arbitrary in the sense that safety generally refers to hazards resulting indirect injuries such as cuts, bruises, sprains, impaired hearing, loss of eyesight, and broken limbs (Edem, 1987). Health refers more to the role of working environment in producing disease and illness (Abass, 2005). This definition may tend to be in favour of working factories with sophisticated machines but it still has relevance to the school situation. The situation avails in the school where teachers may be injured for example the Physical Education teachers become sick in the course of their duties, or laboratory staff getting burnt by chemical factions and so on. All these mean that something must be done to help the staff that is affected. Foremost organizations including the university, the function of medical services has been to provide pre-employment physical examinations, to review claims for

workers and to offer first aid and other routine medical services (Edem, 1987). However, it is unfortunate that universities in Nigeria do not and cannot render such medical services. What actually is rendered is the time the staff may be allowed to go to health clinic and hospitals but it does not cover the costs for consultation and drugs. What should the university administrator do here? Perhaps he can borrow from the industrial environment health service programme so that a preventive medical programme within the organization can make a big contribution to the goal of keeping staff healthy. Abass (2005) identified the health services in a school:

1. Establishment of school clinics (if a school is too small to have one, two to three schools in the same vicinity could share one).
2. Periodic medical examination
3. Health Insurance Scheme to be taken by teachers to reduce burden of heavy medical expenses in case of serious illness.

Problems of University Education in Nigeria

University education plays a crucial role in the supply of high level manpower for the socio-political and economic development of a nation. On view of this, efficient and effective management of this educational sector becomes necessary. The myriads of problems militating against the effective management of the Nigeria university education system in Nigeria call for the attention of stakeholder to take redress. These problems include financial crisis, poor infrastructure, and brain-drain, erosion of university autonomy, graduate unemployment, volatile and militant students' unionism, secret cults, examination malpractices and sexual harassment.

Education is widely accepted as a major instrument for promoting socio-economic, political and cultural development in Nigeria. Universities educate future leaders and develop the high-level technical capacities that underpin economic growth and development

(Odekunle, 2001). The relevance of university education in Nigeria is the provision of much needed manpower to accelerate the socio-economic development of the nation. University education is regarded as an instrument of social change and economic development. According to the National Policy on Education (2013), higher education is expected to:

1. contribute to national development through high level relevant manpower training;
2. develop and inculcate proper values for the survival of the individual and society;
3. develop the intellectual capability of individuals to understand and appreciate their local and external environments;
4. acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
5. promote and encourage scholarship and community service;
6. forge and cement national unity; and
7. promote national and international understanding and interaction.

The same policy specifies how higher educational institutions in Nigeria should pursue these goals. Considering the importance of university education, Ajayi and Ekundayo (2006) submit that the funds allocated to higher education should not merely be considered as an expense but a long-term investment of benefit to the society as a whole. These benefits are reflected on a societal level in terms of lower unemployment rates, better health, lower crime rates, more involvement in societal activities, higher tax returns and other trickledown effects. They further argued that successful development entails more than investing in physical capital or closing the gap in capital. It also entails acquiring and using knowledge as well as closing the gaps in knowledge. Thus, to successfully confront the challenges of development, a developing country must undertake three major tasks:

1. Acquire and adapt global knowledge and create knowledge locally.
2. Invest in human capital to increase the ability to absorb and use knowledge.

3. Invest in technologies to facilitate both acquisition and the absorption of knowledge.

Despite the immense benefits of university education to nation building, the potentials of higher education and indeed the university system in developing countries to fulfill its responsibility is frequently thwarted by longstanding problems bedeviling the system. According to Ajayi and Ayodele (2002), higher education in Nigeria is in travail, the system is riddled with crises of various dimensions and magnitudes. A number of multi-faceted problems have inhibited goal attainment and are raising questions, doubts and fears, all of which combine to suggest that the system is at a crossroad.

The story of university education in Nigeria today has largely been a story of mixed fortune. These institutions initially laid claims in making respectable impact on the socio-political and economic advancement of Nigeria. Today, there are doubts whether Nigerian universities under the present conditions, will be able to continue to lay claims on being central to national capacity to connect with the new international knowledge system and adopt, adapt and further develop the new knowledge towards effective management of university education in Nigeria (Verspoor, 1994). Ibukun (1997) observes that university governance in Nigeria today is nothing but crises management. Some of the crises noticeable in Nigerian universities include:

1. **Financial Crisis:** Ibukun (1997) laments that there is a growing shortage of funds and learning resources in the university system. According to Oyeneye (2006) and Adegbite (2007), the major challenge facing the management of university system in Nigeria is inadequate funding. Meanwhile, Ajayi and Ayodele (2002) argue that there is an increase in the proportion of total expenditure devoted to education but this has been considered to be rather grossly inadequate considering the phenomenon increase in student enrolment and increasing cost, which has been aggravated by inflation. Besides, Ajayi and Ekundayo (2006) remark that the Nigerian government, over the

years, has not been meeting the United Nations Educational Scientific and Cultural Organisation (UNESCO) recommendation of 26% of the total budget allocation to education sector. Aina (2007) posits that government priority to education is still very low. These revelations expose the extent to which the government itself is a contributing factor to the financial imbroglio of the university system. The apparent shortage of fund available to the university system has been responsible for declining library, social and laboratory facilities in the Nigerian universities in recent years. This, in no small way, makes the governance of the university system a herculean task.

2. **Deteriorated Infrastructure:** It is important to note that Nigerian universities are fast depreciating. All the resources required for education production process are insufficiently supplied. Lecture halls, laboratories, students' hostels, library space, books and journals and office spaces are all seriously inadequate. According to the World Bank (1994), the equipment for teaching and researches are either lacking or very inadequate and in a bad shape to permit the universities the freedom to carry out the basic functions of academics. Moreover, according to the NUC (2004), the Presidential Visitation Panels which looked into the operations of all federal universities between 1999 and 2003 reported that physical facilities in the universities were in deplorable condition. Meanwhile, this condition of resource inadequacy is what Ajayi and Ayodele (2002) describe as an offshoot of the endemic financial crises in the sector.
3. **Brain-Drain Syndrome:** Brain-drain refers to widespread migration of academic staff from the universities in the country to overseas universities or equivalent institutions where their services are better rewarded. According to Akindutire (2004), institutional deterioration and salary erosion during the past decade have prompted

substantial “brain-drain” of academic staff and impeded new staff recruitment. Bangura (1994) found out that between 1988 and 1990, over 1000 lecturers left the federal university system in Nigeria. Various factors have combined to cause these staffing difficulties. One has been the relatively low level of academic salaries during the past decade and the declining financial attractions of university employment in comparison to other opportunities (Bangura, 1994). Another has been the rising workloads associated with deteriorating staff/student ratios. It must be emphasized that while the best brains are leaving the university system, the broad aim of producing high level manpower from the system for national development cannot be achieved.

4. **Erosion of University Autonomy:** Ojedele and Ilusanya (2006) and Babalola (2007) describe university autonomy as the protection of the universities from interference by government officials in the day-to-day running of the institutions especially on the issues relating to the admission of students, the appointment and dismissal of academic staff including the Vice-Chancellors, the determination of content of university education and the control of the degree standard and the determination of size and the rate of growth. According to Ajayi and Ayodele (2002), government involvement in university governance has been a point of strife between the government and the Academic Staff Union of Universities (ASUU) over some time now. University autonomy is essential to the advancement, transmission and application of knowledge and this is the more reason the ASUU has been more vociferous in this demand. According to Babalola (2007), university autonomy and academic freedom has, over the years been, become a recurring issue in the ASUU’s demand from the federal government.

5. **Graduate Unemployment:** Akindutire (2004) laments that the problem of graduate unemployment is a reality in Nigeria where graduates had to wait for upwards of five years to get a job in the public service. According to Ajayi and Ayodele (2002), it is even common in recent times for university graduates to be subjected to series of competitive examination for appointments. They lamented that it is becoming a herculean task for fresh inexperienced graduates to pick a 'first' employment in the formal sector.
6. **Volatile and Militant Student Unionism:** One of the banes of effective university management in Nigeria in recent times is the unbridled student violent reaction to national issues and internal problems. According to Ibukun (1997) and Akindutire (2004), the result of students' militancy and violent unionism has been the constant closure of universities, removal of Vice-Chancellors, among others.
7. **Secret Cults:** One of the challenges facing tertiary institutions in Nigeria today is how to handle the menace and aggressiveness of cult members. Never before has the potential for the destruction of lives and property on campuses been so great or escalated as fast and horrible as now (Ogunbameru, 2004). In the same vein, Adegbite (2007) remarks that the issue of cultism among the students has opened a new and very dangerous dimension to the situation of things in our educational institutions. Smah (2007) posits that where cults exist, there is no guarantee that academic programmes and activities would run normally. Hence, the university may run the risk of being constantly closed or disrupted. The results of these cult activities as submitted by Smah (2007) have been the feeling of fear on campus, killings and deaths and campus disturbances.
8. **Political Interference:** It has been observed that universities these days are not totally free from the hand of politics outside the university system. Government of the day,

most especially in the state-owned varsities, interferes a lot in terms of selection and choice of the Chief Executive, Deans, Departmental Heads, Directors of programmes and above all the selection of vice chancellors. A situation whereby the members of the university are not totally free to choose who their head without government intervention becomes would not augur well for the university system. According to Adegbite (2007), another area of political interference is the constitution of Visitation Panels by the university Visitor. The panel visit at wills instead of the minimum five years intervals. This is to witch-hunt or crucifies the Vice-Chancellors and the university authorities. Besides, there is erosion of the statutory functions of the Vice-Chancellors by the Chancellors and Pro-Chancellors (who are titular heads of the university) as some of them now decide to stay permanently in their offices on campus seeing to the day-to-day administration of some universities and some union officials prefer to see them on issues relating to the internal governance of the university rather than the Vice Chancellor or designated officials.

Empirical Studies

Several studies have been carried out in Universities explaining funding, internal efficiency and goal achievement of the university education in different capacity. Maiyo (2006) researched on determining internal efficiency of secondary schools in Kenya. The study identified the need to produce quality outputs and cost of education still remains a priority of many developing countries. Kenya was faced with scarce resources and at the same time is concerned with reducing the recurrent expenditure on formal education. He further stressed that there was need to reduce inefficiency in secondary schools as a means for reducing educational recurrent expenditure. But, for this strategy to succeed, it is necessary to determine the level at which secondary schools are internally efficient in order to come up with sound solutions which will address the problem of educational inefficiency.

The study adopted a cross-sectional research design. Probability sampling design was employed to select the study sample. The finding of the study revealed that there is a significant relationship between internal efficiency and school performance. The district flow rate calculated indicates that the schools were experiencing low completion rate of 4.87 years against the expected four years. Schools in rural setting (25.7%) experience high wastage rate compared to schools in urban set up (10.15%) which showed that there is significant relationship between the schools set up and drop-out rate of students in secondary schools. This study is differ from the present study in the area funding and goal achievement and differs in the level of education internal efficiency.

Afolabi (2004) conducted a study on influence of resource utilization on organizational effectiveness in Kwara State government owned tertiary institutions. The finding of the study showed that physical resource utilization was significantly related to teachers, research and community service effectiveness respectively. The study of Afolabi (2004) is related to this study in the area of physical resources utilization which in this study is considered as funding provision of physical facilities. This study sees funding of physical facilities in university education to enhance the internal efficiency of the system.

Akinsolu (2006) conducted a study on school facilities depreciation and types of maintenance required by school administrators in Nigeria: Planner's view. This study stressed that the school facilities need efficient management make the school a pleasant, safe and comfortable centre for educational activities. Also, the study submitted that proper and efficient management of school facilities rest solely on proper maintenance by the school administrators and relevant stake holders. Different types of maintenance-preventive, corrective and breakdown were advanced. The major findings showed that schools that planned and maintained their facilities had higher students' retention and are even more effective than others. Good teaching took place in schools with a good physical environment.

Educational curriculum could not be adequate and well operated with poor and badly managed school facilities. Schools with well-coordinated plants planning and maintenance practices recorded better student performance.

Oyeniran (2008) examines cost and efficiency of Universities in Nigerian. The study discovered that there was a significant relationship among the cost of under graduate teaching, cost of postgraduate teaching and cost of postgraduate research and efficiency in Nigeria Universities. The present study examines how funding and internal efficiency enhance goal achievement of university education in Nigeria.

Akinubi (2009) conducted a study on strategic planning and internal efficiency in the Nigerian Universities. The study found that there was significant relationship between strategic planning and internal efficiency of university in Nigeria. This study is related to the present study in the area of internal efficiency of university education in Nigeria. But, it is differ from present study because funding and goal achievement of university education are other concepts in the present study.

Ayodimeji (2010) conducted a research on in-service training and students' academic performance in Kwara State secondary school. It was discovered that there was a significant relationship between teachers' attendance in in-service training and students' academic performance in Kwara State. The present research sees the need for capacity building programme among the academic staff of the university as a catalyst for improving internal efficiency and as part of the ways of achievements of the university education in Nigeria.

In another research study conducted by Pascal (2011) relationship was found bwteen physical resources and internal efficiency of public secondary schools in Tana River County, Kenya. The study specifically maintained that condition of physical facilities influence repetition and dropout rates of secondary school students. In the study of Akinsolu (2012) on resource utilization and internal efficiency in Nigeria secondary schools: implication for

socio problems of education. It was revealed that there was no significant relationship between financial resources utilization and repetition rate and dropout rate in Nigeria secondary schools. Meanwhile, the study finds significant relationship between physical resources utilization and repetition rate and dropout rate in Nigeria secondary schools. The study concluded that resources utilization model should be used for achieving efficiency of secondary education.

Conceptual Model

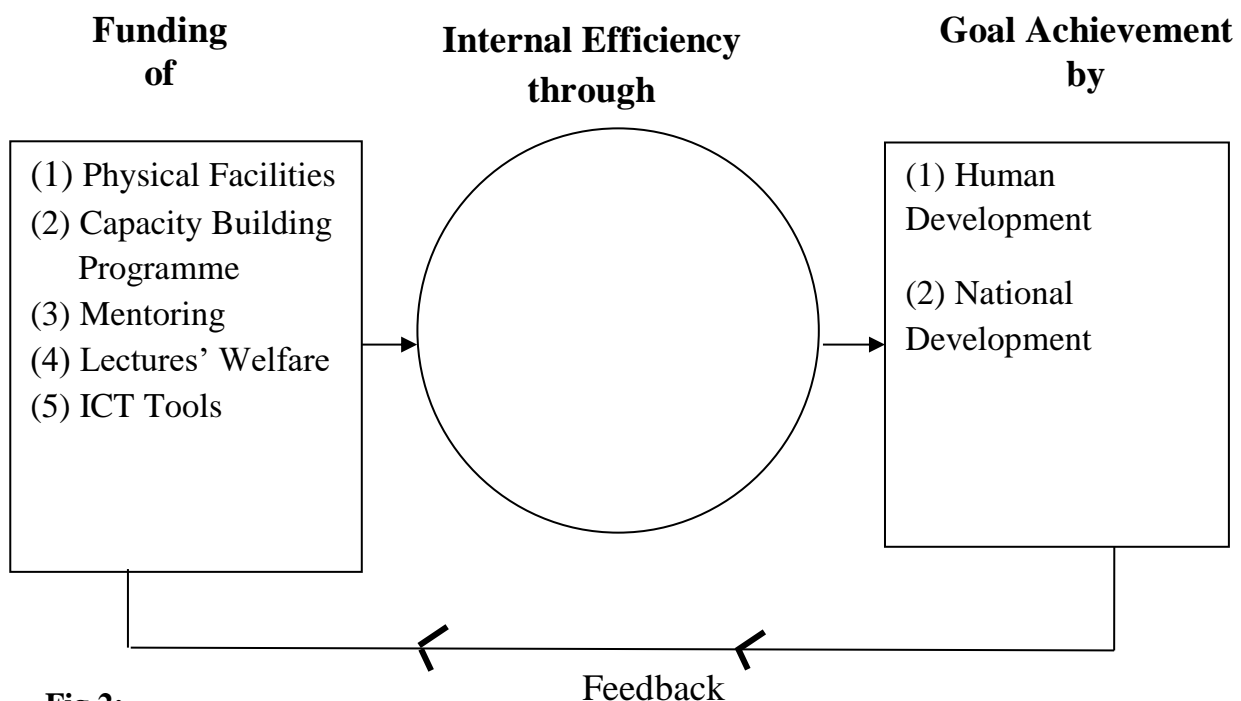


Fig 2:

Funding, Internal Efficiency and University Goal Achievement

Source: Researcher Design

The conceptual model in Figure 2 shows the interrelationship among funding, internal efficiency and goal achievement of university education. Funding is an undisputable determinant factor in achieving goals of university education. No University in the world operates beyond the available resources. What would be provided as inputs are what could be internally worked upon in Universities as process. As shown in the model, funding has a link

connecting internal efficiency. It means that efficiency is determined by the provision and utilization of resources provided.

University system entails facilities and staff that must be adequately utilized, thereby, yielding a positive and high standard of students' academic performance sequel to the indicators of internal efficiency. Provision of resources (human and non-human) and efficient utilization of resources set limit for goals achievement of university education. The graduation rate and wastage rate are useful in determining the level of efficiency of a University at a given time. The arrow connects funding as an input factor for the provisions of physical facilities, ICT tools, mentorship, capacity building programme and lecturers' welfare services in university system. The nature of funding on these indices influence to reduce wastages and increase graduation rates in Universities as means of measuring internal efficiency of the system. Internal efficiency explains judicious use of limited resources provided to achieve greater outcomes. The level of internal efficiency in university education determines the capacity of a University to produce students that possess skills for human and national development required in a nation.

The students' performance are most favourable in a well-planned, funded and managed academic environment where the physical facilities are not jam-packed, haphazardly structured, students not excessively packed in the building and where there is a minimal level of wastage. The lecturers are made to improve in terms of regular attendance of capacity building programmes, effective mentoring exercise between the senior and junior colleagues in the same unit or department, improved lecturers' welfare services and provision of ICT tools (most important ones on instructional delivery). Therefore if students' academic performance is not bringing the expected outcomes in terms of internal efficiency, then the nature of funding would have to be retraced to detect where there is deficiency. Furthermore, the model identifies human development and national development as skills and ability

students acquired through community services, teaching and research. This is because what university education is expected to give back to the society can be perceived through the performance of the product (graduates) of University.

Appraisal of Literature Reviewed

The theoretical and empirical literatures reviewed in this study recognized the fact that education is sine-qua-non to individual and national development. It was clearly revealed that the importance attached to university education in Nigeria and the rest of the world has made government at different level commit resources to make the university education accessible and qualitative for all citizens. It was also reviewed in the literature that university education as the apex level of education produces much needed man-power for socio-economic development of the country.

Funding the university education is imperative to the achievement of the aspired goals of the system. Funding and internal efficiency in university education have been seen as a great task if the goals of the system are to be achieved. It was revealed in the reviewed literatures that huge amount of money on yearly basis is committed to sustaining university education in Nigeria. It has been justified in the literature as well that university education in Nigeria is suffering as a result of underfunding. This shows that funding as an important input to sustain the university education is insufficient. This has made Universities in Nigeria not to able to compete favourably alongside with the universities in the other parts of the world. Babalola (2002) justifies the need for the federal government in Nigeria to comply with the UNESCO bench mark in financing the education system in the country. As at present, education sector in Nigeria only enjoys 11.7% of the federal allocation in the annual budget and this is against the 26% as recommended by the UNESCO (2003). This explains why the quality of university education is falling and the efficiency and effectiveness of the system is wearing out.

However, concerted efforts have been made by the previous researchers to conduct similar studies that are related to the current study. For instance, Ayoku (2005) examined the relationship between resource availability, utilization and school effectiveness in Kwara State secondary schools. The study is related to the present study because fund is part of the resources needed to be available and utilized to achieve the set goals. The study of Ayoku (2005) is differs from present study in terms of location and the level of education under consideration. Oyeniran (2008) researched on cost and efficiency of resource utilization in universities in Nigeria. This study is related to the present study because cost of university education is a sub-concept of fund. Also, the study of Oyeniran (2008) examined efficiency in wider perspective. That is internal and external efficiency of university education. The current study is limited to internal efficiency and only in the North-Central universities, Nigeria.

Akinubi (2010) conducted a study on strategic planning, resource utilization and internal efficiency in Nigerian universities. This study is related to the current study because both studies investigate and analysed internal efficiency of university education. Both studies differ in the sense that other variables are not the same.

A thorough examination of the reviewed literatures in this study shows that no studies so far have focused on funding and internal efficiency as determinant factors for goal achievement. This is a vacuum this study was designed to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

This Chapter focuses on the description of the procedures used in gathering relevant data. It contains research design, population, sample and sampling techniques, research instruments, procedures for establishing the validity and reliability of the instruments, procedure for data collection and methods of data analysis.

Research Design

The research design adopted in this study is a descriptive survey of correlation type. This design allows researchers to make careful records of what were observed in the field so that the data collected can be analyzed as obtained from the sample. Also, it ensures timely collection of data and establishment in clear terms the explanation what are required by the respondents in the process of responding to the instrument designed for data collection. Kothari (2013) explains that descriptive survey research design focuses on the studies which are concerned with describing the characteristics of a particular individual or of a group. The design is thus considered appropriate for this study because it helps the researcher to collect data on the relationship among funding, internal efficiency and goal achievement of university education in the North-central, Nigeria.

The dependent variable is goal achievement of university education while the independent variables are funding and internal efficiency as represented in the following regression model:

$$Y^i = f(x_1, x_2) \quad (1),$$

Where:

Y^i represents goal achievement of university education;

x_1 represents funding of university education; and

x_2 represents internal efficiency of university education.

The ordinary least square regression model is shown as:

$$Y^i = e\beta_1x_1 + \beta_2x_2 \quad (2),$$

Where :

e is the error term and

β is the constant term

Population, Sample and Sampling Technique

The population of this study covers all the seven Federal Universities in North-central Nigeria. These are: University of Ilorin, Ilorin in Kwara State; Federal University of Technology, Minna in Niger State; University of Abuja, Abuja in Federal Capital Territory, Abuja; Federal University of Agriculture, Makurdi in Benue State; University of Jos, Jos in Plateau State, Federal University, Lafia in Nassarawa State and Federal University Lokoja, Lokoja in Kogi State. Also, there were 35 faculties and 272 departments in all the Federal Universities in North-central, Nigeria.

There are seven Federal Universities, six State Universities and six Private Universities in North-central, Nigeria. The study focuses on Federal Universities because their funding policy is the same. Out of these institutions, only five were considered because the remaining two, that is, Federal University, Lokoja and Federal University, Lafia which were established in the year 2011 could not have the data needed to measure wastage and graduation rates between 2011 and 2015.

The Faculties in the five selected Universities were grouped into two categories, that is Sciences and Humanities. Random sampling technique was used to select two Faculties in each of the categories, making four Faculties selected from each of the Universities used in the study. Thus, this makes a total of 20 Faculties available in the study. There are 2,404 lecturers in the chosen Faculties as at 2015/2016 academic session. Stratified random

sampling technique was employed to select 1, 076 lecturers as respondents. This represents 45% of lecturers' population in the study.

Systematic sampling technique was used to select 60 students in each of the chosen Universities. Only students who are in 300 and 400 levels were considered. This is because 100 and 200 levels are entry level of university education in Nigeria. This makes a total of 300 students available in the study that rated the provision of physical facilities in lecture rooms and libraries. There were 76 departments in the selected faculties. These decisions were guided by the Research Advisor (2006).

Table 4:

Selection of Respondents for the Study

S/N	University	No of Lecturers in the Faculties of Sciences	No of Lecturers Chosen	No of Lecturers in the Faculties of Humanities	No of Lecturers Chosen	Total No of Lecturers in the Selected Faculties	Total No of Lecturers Chosen in the Selected Faculties
1.	University of Ilorin, Ilorin	336	130	344	134	680	264
2.	University of Abuja, Abuja	216	100	224	104	440	204
3.	University of Agriculture, Makurdi	172	90	136	82	308	172
4.	University of Jos, Jos	344	132	314	128	658	260
5.	Federal University of Technology, Minna	156	86	162	90	318	176
Total		1, 224	538	1, 180	538	2,404	1 076

Source: Field Work, 2016

Instrumentation

The researcher makes use of researcher-designed questionnaires, resource availability check-lists and student academic profoma form. The questionnaires were tagged “Funding and Internal Efficiency Questionnaire” (FIEQ) and “University Goal Achievement Questionnaire” (UGAQ). The FIEQ is divided into sections A, B and C. Section ‘A’ sought information on personal data of the participants. Section ‘B’ contained statements for research questions and section ‘C’ elicited respondents’ opinion based on funding, internal efficiency of university education in relation to university education goal achievement. The ‘UGAQ’ contained statements to measure human and national development skills of university graduates. The Resource Availability Check-lists (RAC) designed were administered to obtain students’ enrolment, staff strength in the selected faculties, physical facilities, and lecturers’ attendance in capacity building programme, available ICT tools, and results of graduated students in the selected Universities.

Validity is the extent to which an instrument can be relied upon to do what it is expected to do accurately. That is, the extent to which an instrument measures what is meant to measure. The project supervisor, lecturers in the Department of Educational Management, University of Ilorin and five other experts in the area of Educational Test, Measurement and Evaluation helped to access the face, content and construct validity of the research instruments while the Split-half method of reliability was employed to ascertain the reliability of the instruments. The ‘FIEQ’ and ‘GAQ’ were tested in the five selected Federal Universities in South-West geo-political zone, Nigeria at interval of four weeks. The reliability coefficient of 0.87 for ‘FIEQ’ and 0.72 for ‘UGAQ’ were obtained. These show that the instruments were reliable to be used for the study.

Procedure for Data Collection

The researcher employed four research assistants who were given four-week intensive training and, who at the same time joined the researcher in the process of administration of the research instruments to collect the required data used in the study. The researcher and the trained research assistants went round the selected Universities to distribute and administer the questionnaires, inventory check-lists and students' academic profoma forms. The respondents were organized in such a way that mutual understanding and trust was established between them and the researcher. All the Heads of Departments, Registry staff and students fill the check-list forms accordingly.

However, researcher made use of the approved Departmental format religiously in conducting the research and writing its report. The researcher educates the respondents on the purpose of the research. Four research assistants were trained to enable them understand and abide by the ethical procedures in the process of administration of the research instruments for data collection. The instruments were validated by experts in the field of Educational Management and Educational Measurement and Evaluation to ensure that the instruments are valid and reliable. All literature reviewed in the study were acknowledged. Furthermore, the research report was tested for plagiarism in order to ensure originality of the report while all materials used are adequately acknowledged and listed in the References Section.

Method of Data Analysis

Data gathered on funding, internal efficiency and goal achievement of university education in North-central, Nigeria were statistically analyzed, using Statistical Package for Social Sciences (SPSS). Descriptive statistical techniques of percentage, mean score and ratio were used to analyze the demographic data of the respondents and to answer the research questions raised in the study. Specifically, percentage and ratio were used to obtain the level of internal efficiency by determining graduation and wastage rates.

Multiple regression analysis was used to test the main hypothesis. This is because there were many predictor variables, that is, the independent and control variables against one dependent variable. Furthermore, Pearson product-moment correlation statistics was used to test the operational hypotheses formulated in the study at 0.05 level of significance. Adana (1996) postulates that, correlation shows the degree of relationship while regression shows the nature of relationship in such a way that predictions can be made about the values of variables.

Meanwhile, rules of taking decisions for descriptive analysis were presented in appendix **IX** in this study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This Chapter presents the results of the data analysis and discussion of the findings. The descriptive statistics of mean, percentage and ratio were used to analyze data obtained to answer the research questions raised in Chapter One of this study, while inferential statistics of multiple regression and Pearson product-moment correlation statistical methods were used to test the research hypotheses generated to guide the study at 0.05 level of significance.

Analysis of Demographical Data

The demographical data describe the characteristics of the respondents in terms of age, gender, qualification, job rank and years of service in the Universities as shown in Table 5.

Table 5**Demographical Data of the Respondents**

S/N	Item	Value Label	Freq.	Percentage
1.	Age in Years	25-30	96	9
		31-39	406	38
		40-49	212	20
		50-59	304	28
		60-69	58	5
		Total	1,076	100
2.	Gender	Male	826	77
		Female	250	23
		Total	1,076	100
3.	Qualification	B.Ed/B.Sc	44	13
		M.Ed/M.Sc	512	48
		Ph.D	420	39
		Total	1,076	100
4.	Job Rank	No response	26	2
		Graduate Assistant	154	14
		Assistant Lecturer	132	12
		Lecturer II	168	16
		Lecturer I	158	15
		Senior Lecturer	228	21
		Associate Professor	134	12
		Professor	76	8
		Total	1,076	100
5.	Years of Service in the University	No response	20	2
		1-5yrs	112	10
		6-10yrs	164	15
		11-15yrs	320	30
		16-20yrs	202	19
		21-25yrs	275	10
		26-30yrs	64	6
		30yrs and above	84	8
		Total	1,076	100

Source: Field Report, 2016

The respondents were characterized by age, gender, qualifications, job rank and years of service in the University. Table 5 shows that 38% of the respondents who are within the age range of 31-39 years were more than other age groups. This implies that the study enjoys the opinion of young experienced lecturers. In the study, there were more male respondents

(77%) than their female counterparts (23%). Majority of the respondents (48%) had Master Degree while 39% of them were Ph.D. degree holders. Furthermore, majority of the respondents (21%) were senior lecturers. Those of them that had between 11 and 15 years work experience (30%) were the majority.

Descriptive Analysis of Data to Answer the Research Questions

Research Question 1: What are the sources of funding university education in North-Central, Nigeria?

Percentage is the statistical methods used to analyse the data collected to answer the Research Question 1 as presented in Tables 6.

Table 6

Sources of Funding University Education in Nigeria

S/No	Sources	“YES” Response Freq.	Percentage (%)	“NO” Response Freq.	Percentage (%)	Total Percentage (%)
1.	Monthly Subvention	972	90	104	10	100
2.	Administrative Charges	1,076	100	0	0	100
3.	Donations	874	81	202	19	100
4.	Business Initiatives	778	72	298	28	100
5.	Consultancy Services	212	20	864	80	100

Source: Field Report, 2016

Table 6 shows the sources of funding university education in North-central, Nigeria. It reveals that the selected Universities had several means of funds to sustain their existence and perform maximally. As indicated in the Table, 100% of the respondents agreed that administrative charges were regular in the Universities. This constitutes parts of the internally generated revenue of a University. 90% of the respondents indicated that their institutions depend mainly on the monthly subvention from Government. 81% of the respondents agreed that their Universities received donations from individuals and corporate bodies as alternative source of funding. 72% of the respondents agreed that the Universities engaged in businesses

to generate funds internally to carry out their administrative functions. Only, 20% of the respondents indicated that their Universities offered consultancy services of different kinds as means of generating funds.

The analysis of the sources of funding university education in North-central, Nigeria, reveals that monthly subvention from Government and administrative charges from students constituted the main sources of funding the Universities.

Research Question 2: What are the actual amounts released for university education from 2011 to 2015 in North-central, Nigeria?

Actual fund released for the Federal Universities in North-central, Nigeria from year 2011 to 2015 is presented in Table 7.

Table 7**Actual Budget Release in the Selected Universities between 2011 and 2015**

S/No	Institutions	Year	Personnel Cost (₦)	Overhead Cost (₦)	Capital Cost (₦)	Total Cost (₦)
1	University of Ilorin, Ilorin	2011	5,124,610,937	141,022,695	562,861,005	5,828,494,637
		2012	5,855,835,247	111,999,639	400,342,466	6,368,177,352
		2013	5,960,714,283	42,080,174	410,342,465	6,413,136,922
		2014	6,783,623,112	94,122,489	273,889,979	7,151,635,580
		2015	8,551,117,558	141,129,510	53,693,149	8,745,940,217
2	Federal University of Technology, Minna	2011	2,722,554,788	158,351,664	459,323,957	3,340,230,409
		2012	4,270,075,271	129,077,122	478,891,816	4,878,044,209
		2013	4,168,545,458	121,687,031	398,891,815	4,689,124,304
		2014	4,484,614,150	107,840,419	259,629,680	4,852,084,249
		2015	4,477,812,304	119,736,947	53,693,149	4,651,242,400
3	University of Abuja, Abuja	2011	3,449,760,560	144,405,257	281,307,754	3,875,473,571
		2012	3,920,761,955	111,778,263	500,000,000	4,532,540,217
		2013	3,824,812,332	111,153,931	437,342,007	4,373,308,270
		2014	3,618,002,001	100,071,127	294,378,521	4,012,417,649
		2015	4,721,324,761	49,335,030	53,693,149	4,824,352,940
4	University of Agriculture, Markudi	2011	3,947,055,523	99,931,089	400,378,512	4,447,365,124
		2012	4,605,656,325	77,383,997	334,502,998	5,017,543,320
		2013	4,996,834,830	75,528,457	324,502,998	5,396,866,285
		2014	5,483,804,271	65,251,975	223,183,798	5,772,240,044
		2015	5,592,224,663	388,663,170	53,693,149	6,034,580,982
5	University of Jos, Jos	2011	5,881,039,679	211,483,076	350,800,769	6,443,323,524
		2012	6,893,519,935	156,484,687	450,342,466	7,500,347,089
		2013	6,338,222,091	161,870,140	410,342,465	6,910,434,696
		2014	7,139,483,406	142,981,577	295,111,430	7,577,576,413
		2015	7,853,820,995	160,299,890	53,693,149	8,067,814,034

Source: National Universities Commission, 2017.

Actual budget released to the selected Universities between 2011 and 2015 is as shown in Table 7. Each of the Universities, except Federal University of Technology Minna, had its highest fund released in 2015. In this year, University of Ilorin had the highest, about ₦8.7b while University of Abuja had the least, about ₦4.8b. However, Federal University of Technology, Minna had its highest fund released (₦4.8b) in 2012.

Generally, going by the funds released for all the Federal Universities in Nigeria as shown in appendix IX in this study, the proposed budget and actual funds release ranged between 26% and 39% in 2014 and 2011 respectively. This probably explains why many

Universities are incapacitated to provide adequate physical facilities and unable to payment staff allowance at the appropriate time.

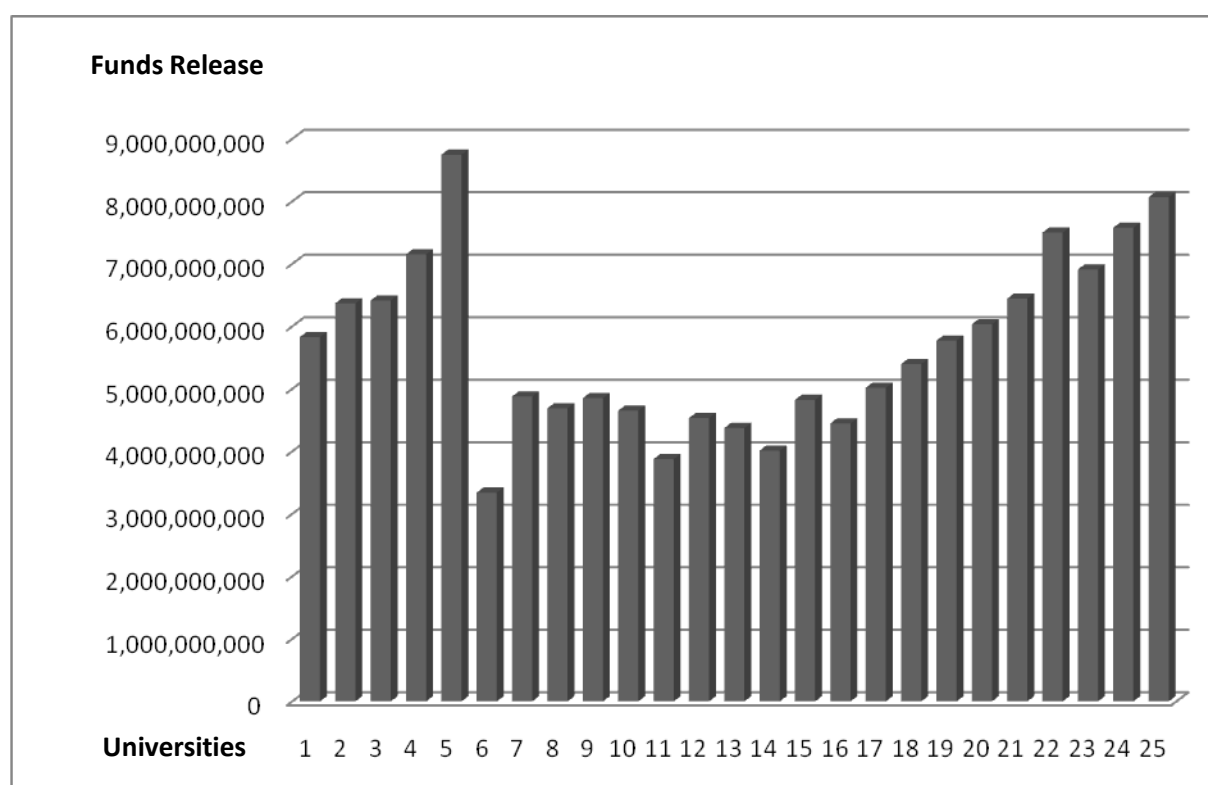


Fig 3:

Graphical Presentation of Budgeted Funds Released in Naira in Selected Universities in North-central, Nigeria

Source: Field Report, 2016

Note:

1-5: represent budgeted funds released for the University of Ilorin, Ilorin between 2011 and year 2015;

6-10: represent budgeted funds released for the Federal University of Technology, Minna between 2011 and 2015;

11-15: represent budgeted funds released for the University of Abuja, Abuja between 2011 and 2015;

16-20: represent budgeted funds released for the Federal University of Agriculture, Markudi between 2011 and 2015; and

21-25: represent budgeted funds released for the University of Jos, Jos between 2011 and 2015.

Figure 3 shows the actual funds released to the selected Universities in this study. The least is the fund released to the Federal University of Technology, Minna, which was ₦3,340,230,409 in 2011. The highest is the fund released in the years under review was the funds released to the University of Ilorin, which was ₦8,745,940,217 in 2015.

Meanwhile, majority of the tertiary institutions in Nigeria including the Universities depend on funds released by TETFund for the execution of their physical projects. It was observed that significant gaps exist between the amount budgeted and actual amount released as TETFund grants to the Universities in this study as shown in Table 8.

Table 8

TETFund Disbursement in Selected Universities in North-central, Nigeria

S/No	University	Total Allocation (₦)	Total Disbursed (₦)	Total Outstanding (₦)	Percentage of the Outstanding
1.	University of Abuja, Abuja	520,277,776.67	291,002,776.67	229,275,000.00	44.1
2.	University of Jos, Jos	545,277,776.67	348,027,776.67	187,250,000.00	36.2
3.	University of Ilorin, Ilorin	621,287,776.67	433,762,776.67	187,525,000.00	30.2
4.	University of Agriculture, Makurdi	520,277,776.67	363,887,776.67	156,450,000.00	30.1
5.	Federal University of Technology, Minna	520,277,776.67	383,872,776.67	136,405,000.00	26.2

Source: TETFund, 2015

Universities in Nigeria receive grants from TETFund to complement other means of their financing. For instance, the Universities in this study just like other Universities in Nigeria, received TETFund grants in 2015 as shown in Table 8. It could be observed that each of the institutions did not access the total allocation to them, having outstanding that

ranged between 26.2% at the Federal University of Technology, Minna to 44.1% at the University of Abuja, Abuja. The implication of shortages in funds released for university education as explained by Bakkabulindi (2005), led to depreciation in the quality of services and products of the Universities. Although, inadequate funding of education tends to be an African phenomenon (ADEA Reports, 2002 and 2004), African expenditure on education is the least in the world if cognizance is taken of the fact that none of the African countries spends up to 35% of its national annual budget on education.

Research Question 3: How adequate is the provision of physical facilities, capacity building programmes, provision of ICT tools, mentorship and lecturers' welfare in North-central Universities, Nigeria?

To answer research question 3, responses on items 6-21 of Funding and Internal Efficiency Questionnaire (Section B) were collated and analysed, using frequency counts, percentage and mean as statistical methods as shown in Tables 9-21.

Table 9

Adequacy of Physical Facilities in Selected Universities in North-central, Nigeria

S/No	Adequacy of Physical Facilities	"YES" Freq.	Percentage (%)	"NO" Freq.	Percentage (%)
1.	Are the lecture rooms Sufficient for students?	624	58	452	42
2.	Are the staff offices sufficient and equip with internet services?	674	63	402	37
3.	Does the Library capacity accommodate at least 10% of the students' population?	578	54	498	46
4.	Are the lecture rooms adequately equipped with chairs and tables?	728	68	348	32

Source: Field Report, 2016

Table 9 shows the results of analysis of the opinion of lecturers on how adequate the provision of physical facilities in North-central Universities, Nigeria is. 58% of the respondents agreed that there were sufficient lecture rooms for students. This is not too encouraging because lecture rooms are paramount facilities for teaching-learning process. However, 63% of the respondents testified that staff offices were sufficient and equipped with internet facilities. In the Universities where there are sufficient offices and equipped with internet facilities, the lecturers' commitment to duties is bound to be high thereby enhancing students' opportunity to acquire knowledge and skills appropriate for human and national development.

In the same vain, Table 9 reveals that 54% of the respondents agreed that the available library is capable of accommodating about 10% of the students' population at once. 68% of the respondents were of the view that the available furniture (chairs and tables) in the lecture rooms were adequate. Although, tables and chairs form significant parts of the instructional facilities frequently used by teachers/facilitators and students for teaching and learning. Analysis here reveals that in some of the Universities, tables and chair were sufficient and adequate while in some Universities, they were not sufficient and adequate.

Table 10**Mean Scores of the Adequacy of Physical Facilities in Selected Universities in North-central, Nigeria**

S/No	Items	Mean a	B	C	d	E	Mean score	SD	Decision
1.	Sufficient lecture rooms for students.	3.27	2.62	2.62	3.23	2.45	2.83	1.02	Fair
2.	Sufficient staff offices with internet services.	2.67	3.12	3.79	2.95	2.57	3.02	1.18	Fair
3.	Library capacity can accommodate at least 10% of the students' population.	2.75	3.76	2.63	2.73	2.32	2.83	1.02	Fair
4.	The lecture rooms are adequately equipped with chairs and tables.	4.13	2.53	3.21	4.20	3.26	3.46	1.21	Good
Composite Mean							3.03		Fair

Source: Field Report, 2016.

Key: a= Unilorin, b= University of Abuja, c= FUTMinna, d= Unijos e= FUAM.

Table 10 shows mean score analysis of the adequacy of physical facilities in North-central, Universities Nigeria. The ratings of adequacy of physical facilities ranged 2.83 and 3.46. The composite mean score was rated 3.03 (fair). This implies that provision of physical facilities is not too encouraging and more efforts are required to make available more lecture rooms; chairs and tables; staff offices with internet services; and to improve the capacity of library to withstand students population available in the Universities.

In this study, students in the selected Universities rated the provision of facilities in lecture rooms and library as shown in Table 11.

Table 11**Provision of Lecture Room and Library Facilities in Selected Universities in North-central, Nigeria**

S/No	Items	Adequate Number and %	Not Adequate Number and %	Number in Good Condition and %	Number not in Good Condition and %
A.	Lecture Rooms				
1.	Tables and chairs	152(51)	148(49)	160(53)	140(47)
2.	Projector and screen	120(40)	180(60)	130(43)	170(57)
3.	Mega phone	110(37)	190(63)	90(30)	110(70)
4.	Fans	214(71)	86(29)	214(71)	86(29)
5.	Air conditioners	92(31)	208(69)	92(31)	208(69)
6.	Internet service	76(25)	224(75)	-	-
B.	Library				
1.	Tables and chair	284(95)	16(5)	284(95)	16(5)
2.	E-library facilities	174(58)	126(42)	174(58)	126(42)
3.	Current textbooks and journals	290(97)	10(3)	290(97)	10(3)
4.	Fans	300(100)	0(0)	300(100)	0(0)
5.	Air conditioners	300(100)	0(0)	300(100)	0(0)

Source: Field Report, 2016

In Table 11, students' rating of the condition of the facilities in lecture rooms and library in each of the selected Universities in North-central, Nigeria is presented. Students' ratings were considered important in this study because it is believed that students are the direct users of the lecture rooms and libraries. The assessment of the condition of facilities provided in the lecture rooms and that of the libraries can thus be done mainly through the eyes of the students. This is done to justify the opinion of lecturers earlier presented in Table 9.

Tables and chairs in lecture rooms were rated 51% adequate, while 53% of them were rated to be in good condition. Projector and screen in the lecture rooms were 40% rated adequate and 43% in good condition. The mega phone in the lecture rooms were 37% rated

adequate and 30% in good condition. The fans available in the lecture rooms were 71% rated adequate and good condition. The air conditioners in the lecture room were 31% rated adequate and in good condition.

Moreover, Tables and chairs in the libraries were 95% rated adequate and in good condition. E-library was 58% rated adequate and in good condition. Availability of current textbooks and journals were 97% rated adequate and in good condition. Availability of fans and air conditioners in library were 100% adequate and in good condition.

The ratings revealed that provision and condition of facilities in the library are good enough as against the provision and condition of facilities in the lecture rooms that need improvement.

Table 12

Funding Capacity Building Programmes in Selected Universities in North-central, Nigeria

S/No	Funding provision of capacity building programme	“YES” Freq.	Percentage (%)	“NO” Freq.	Percentage (%)
1.	Are the academic staff in your University attends seminar, workshop or symposium at least three times in a year?	452	42	624	58
2.	Does your University mobilize financially the staff to attend seminar and workshop to improve teaching their competencies?	402	37	674	63
3.	Is lecturer’s attendance in seminar and workshop used as part of the measures for job promotion?	1076	100	0	0

Source: Field Report, 2016

As shown in Table 12, 42% of the respondents agreed that lecturers attend capacity building programmes in a year for at least three times. This is an indication that attendance of

the majority of the lecturers in capacity building programmes is not up to three times in a year. 37% of the respondents agreed that Universities provide funds for the lecturers to attend capacity building programmes. This means that in many occasions lecturers attend capacity building programmes with their personal money. In a face to face oral discussion with some of the lecturers, it was revealed that evidence of attendance of capacity building programmes would later be given to the university management to claim the financial entitlement. This means that Universities are found of providing financial backings thereafter a lecturer must have financed him or herself in attending capacity building programmes. The 100% of the respondents agreed that attendance in capacity building programmes is part of the measures used for job promotion.

Table 13

Mean Score of Funding Capacity Building Programme in Selected Universities in North-central, Nigeria

S/No	Items	Mean a	B	c	d	E	Mean score	SD	Decision
1.	Attendance of capacity building programmes in at least three times in a year.	3.34	3.16	2.72	3.23	3.55	3.20	1.02	Fair
2.	Financial mobilization for the staff by the University to attend capacity building programmes.	2.86	3.06	3.21	2.95	2.68	2.95	1.18	Fair
3.	Attendance in capacity building programmes is used as part of the measures for job promotion?	4.67	4.54	4.33	4.37	4.42	3.59	1.62	Good
Composite Mean							3.24	1.27	Fair

Key: a= Unilorin, b= University of Abuja, c= FUTMinna, d= Unijos, e= FUAM.

Source: Field Report, 2016

In Table 13, the mean scores for the funding of capacity building programmes was ranged between 2.95 and 3.59. The composite mean score is 3.24 and rated fair. This shows that lecturers' commitment to capacity building programmes attendance in selected Universities in North-central, Nigeria need to be encouraged. However, records of lecturer attendance in capacity building programme were presented in Table 14 for the selected Universities in North-central, Nigeria.

Table 14

Lecturers' Attendance of Capacity Building Programme from year 2011 to 2015 in Selected Universities in North-central, Nigeria

Years	Number of Times Attended and Percentage			
	One Time (%)	Two Times (%)	Three Times (%)	Four Times (%)
2011	498(57)	186(21)	131(15)	57(7)
2012	536 (69)	63(8)	84 (11)	97(12)
2013	570(62.2)	222(24.2)	76(8.3)	49(5.3)
2014	620(56)	333 (30)	66(6)	94(8)
2015	666(66.1)	186(18.5)	92(9.1)	64(6.3)

Source: Field Report, 2016

The data presented in Table 14 shows the percentage analysis of the lecturers' attendance in capacity building programmes from 2011 to 2015 in selected Universities in North-central, Nigeria. Over the years as revealed in the Table, lecturers in the selected Universities that form habit of attending capacity building programme once in a year were rated between the range of 57% and 69%. While, those that form the habit of capacity building programme attendance two times were rated between the range of 8% and 30%. For the lecturers who do attend such programme in at least three times in a year were rated between the range of 6% and 15%. Meanwhile, for the lecturers that do attend capacity building programme four times in a year were rated between the range of 5.3% and 12%.

It could be observed that least percentages of lecturers in the selected Universities attend capacity building programmes four times while highest percentages attend just one time in a year. Thus, this analysis shows that lecturers need to be encouraged to attend capacity building programmes more often.

Table 15

Rating of ICT Tools in Selected Universities in North-central, Nigeria

S/No	Funding provision of ICT tools	“YES” Freq.	Percentage	“NO” Freq.	Percentage
1.	Do students have access to internet facilities provided by the University?	452	42	624	58
2.	Do lecturers use available ICT tools for teaching and researches in your University?	674	63	402	37
3.	Does your university imbibe technology culture in the discharge of administrative functions?	728	68	348	32

Source: Field Report, 2016

Table 15 shows that 42% of the respondents agreed that students have access to the available internet facilities while 63% of the respondents agreed that the available ICT tools in the Universities were used for teaching and researches by the lecturers. This analysis indicated that in some of the Universities in the North-central Nigeria internet facilities and other ICT tools were provided for both students and lecturers. This is to enhance effective teaching and improve quality of research.

The item 3 in Table 15 shows that 68% of the respondents agreed that their Universities imbibe technological culture in the discharge of administrative functions and duties. This analysis explains that not all the Universities in North-Central, Nigeria employed technology to discharge their administrative functions. This is an indication that manual

registration and other paper-based tasks were still taking place in some Universities in Nigeria.

Table 16

Mean Score of Use of ICT Tools in Selected Universities in North-central, Nigeria

S/No	Items	Mean					Mean score	SD	Decision
		a	B	c	d	e			
1.	Students access to internet facilities provided by university.	4.12	3.16	2.72	3.23	3.55	3.35	1.02	Fair
2.	Lecturers access to available ICT tools for teaching and researches in the university.	4.26	3.06	3.21	2.95	2.68	3.23	1.18	Fair
3.	The university imbibes technology culture in the discharge of administrative functions.	4.01	3.12	3.26	2.73	3.85	3.39	1.02	Fair
Composite Mean							3.32	1.21	Fair

Key: a= Unilorin, b= University of Abuja, c= FUTMinna, d= Unijos, e= FUAM.

Source: Field Report, 2016

The mean scores for provision of ICT tools in the selected Universities in North-central, Nigeria are presented in Table 16. Mean score for the students' access to the internet facilities available in the Universities was rated 3.35 (fair) and that of utilization of ICT tools for teaching and researches by the lecturers was 3.23 (fair). The ability of the University to imbibe technology culture in the discharge of administrative functions was 3.39 (fair). While, the composite mean score was rated 3.32 (fair). This is an indication that compliance to utilization of ICT tools need for service delivery in selected Universities in North-central, Nigeria need improvement.

Meanwhile, students rating of the available ICT tools in the selected Universities in North-central, Nigeria were presented in Table 17.

Table 17

Lecturers' Access to the Available ICT Tools in Selected Universities in North-central, Nigeria

S/N	ICT Services	Available and used (Number and %)	Available but not used (Number and %)	Not available at all (Number and %)
1	Office Internet Service	704(65)	246(23)	126(12)
2	e-Library	450(42)	366(34)	260(24)
3	Office Internet Tools (computer set, laptop, printer and scanner)	248(23)	-	828(77)
4	Lecture Rooms Internet Service Lecture rooms ICT tools (projector, projector board, mega phone)	476(44)	-	600(56)
5	Student portal	1,076(100)	- (0)	- (0)
6	Staff portal	1,076(100)	-(0)	- (0)

Source: Field Report, 2016

The ratings of availability and utilization of ICT tools by lecturers in the North-central Universities, Nigeria are shown in Table 17. While 65% of the respondents agreed that office internet service was available and used for academic and administrative purposes in the Universities, 23% of the respondents were of the view that office internet was available but not used and 12% of the respondents maintained that office internet was not available at all. This implies that some Universities enjoy office internet service while some did not.

While 42% of the respondents believed that there were availability and utilization of E-Library services in their Universities, 34% of the respondents agreed that E-library was

available but not used and 24% of the respondents held that E-library was not available in their Universities. On the availability and utilization of office internet tools, the Table shows that 23% of the respondents agreed that internet tools were available and used in their offices while 77% of the respondents stated that internet tools were not available in their offices. This means that lecturers will be at a disadvantaged for not using internet tools in carrying out their daily academic functions.

Meanwhile, 44% of the respondents held that lecture rooms were equipped with internet service, projector, and screen and mega phone for instructional delivery while 56% of the respondents said those items were not available at all. All the respondents agreed that students and lecturers had their respective portals as created and managed by the University authority.

Table 18

Funding Mentorship in Selected Universities in North-central, Nigeria

S/N	Mentorship	“YES” Freq.	Percentage (%)	“NO” Freq.	Percentage (%)
1.	Does your University organize mentorship workshop and seminars for the newly recruited academic staff?	742	70	334	30
2.	Does your University provide allowance for senior staff that provide mentor services to the junior staff?	578	54	498	46
3.	Does your University ensure that all graduate assistant, assistant lecturers and lecturer II staff are attached to senior staff for mentoring?	348	32	728	68

Source: Field Report, 2016

In Table 18, 70% of the respondents agreed that the University management organized mentorship programme in forms of workshop and seminar for the newly recruited

academic staff in selected Universities in North-central, Nigeria. This is an indication that mentorship in some of the Universities is good. In addition, 54% of the respondents agreed that the University authority provides allowances for the senior academic staff who provide mentorship to the junior and newly employed academic staff. This means that not all the senior staff is financially motivated to render mentorship services. Finally on this, 32% of the respondents agreed that University authority ensured that all graduate assistant, assistant lecturers and lecturer II staff were attached to senior academic staff for mentorship.

Table 19

Mean Score of Funding Mentorship in Selected Universities in North-central, Nigeria

S/No	Items	Mean					Mean score	SD	Decision
		A	B	c	d	E			
1.	Mentorship workshops and seminars for the newly employed academic staff.	3.43	3.71	2.23	3.44	3.85	3.33	1.02	Fair
2.	Allowances for the senior staff that provide mentor services to the junior staff.	3.22	3.04	3.21	2.52	2.86	2.97	1.18	Fair
3.	University ensures that all graduate assistant, assistant lecturers and lecturer II staff are attached to senior staff for mentorship.	4.06	3.32	3.25	2.61	2.85	3.21	1.02	Fair
Composite Mean							3.16	1.21	Fair

Key: a= Unilorin, b= University of Abuja, c= FUTMinna, d= Unijos, e= FUAM.

Source: Field Report, 2016

In Table 19, the mean score for the Universities to organize mentorship workshops and seminars for newly employed staff was 3.33 (fair). Mean score on the effort of the University to provide allowances for senior academic staff that provide mentor services for the junior staff was 2.97 (fair) and mean score on the effort of the University to ensure that all graduate assistant, assistant lecturers and lecturer II for mentorship was 3.21 (fair). This is an indication that Universities need to improve their commitment on mentorship to bring about the efficiency of the university education.

Table 20

Funding Lecturers' Welfare Services in Selected Universities in North-central, Nigeria

S/N	Adequacy of physical facilities	Freq. Yes	Percentage	Freq. No	Percentage
1.	Does authority of your University attaches importance to safety, security and health needs of the lecturers as official matter?	742	70	334	30
2.	Does the teaching hospital available in your University charges lesser amount for the lecturers in its services compare to amount of money charged for non-university staff?	578	54	498	46
3.	Does the nature of security service in your University make the lecturers feel comfortable?	348	32	728	68

Source: Field Report, 2016

The analysis of the respondents on funding of lecturers' welfare services is presented in Table 20. The Table reveals that 70% of the respondents agreed that the University attached importance to safety, security and health needs of the lecturers as official matter. This means that majority of the Universities under consideration in the study took safety, security and health of lecturers as official matters. The implication is that the Universities that attach importance to safety, security and health of lectures would likely enjoy higher productivity in the quality of services delivery by lecturers.

In addition, 54% of the respondents agreed that the University Teaching Hospitals charged lecturers lesser amount for the services rendered compared to the amount of money charged non-university staff. This means that in some of the Universities under consideration in this study, lecturers enjoyed the services of the University Teaching Hospital with lesser amount and in some of the institutions such privileges were not available.

Meanwhile, 32% of the respondents agreed that the nature of security service available in the Universities made the lecturers feel comfortable in the premises. This means that only few of the Universities can guarantee the safety of lecturers against internal crisis. This probably explains why Universities in Nigeria are yet to compete favourably with their counterparts in the developed countries.

Table 21

Mean Score of Funding Lecturers' Welfare Services in Selected Universities in North-central, Nigeria

S/No	Items	Mean					Mean score	SD	Decision
		a	B	c	d	e			
1.	University authority attaches importance to safety, security and health needs of the lecturers as official matter.	4.34	3.61	3.23	3.46	3.75	3.67	1.02	Good
2.	University teaching hospital charges lesser amount for the lecturers in its service compare to amount of money charged for non-university staff.	2.51	3.00	3.31	2.62	2.66	2.82	1.18	Fair
3.	The security service in your university make the lecturer feels comfortable in their stay in the university.	4.61	3.41	3.52	2.46	2.95	3.39	1.02	Fair
Composite Mean		3.82	3.34	3.35	2.84	3.12	3.29	1.21	Fair

Key: a= Unilorin, b= University of Abuja, c= FUTMinna, d= Unijos, e= FUAM.

Source: Field Report, 2016

The mean scores of the analysis of the welfare services are presented in Table 21. It could be observed that lecturer welfare services in selected Universities are range between 2.84 and 3.82 mean scores. The composite mean score was 3.29 and rated fair. This indicated that more efforts are required to improve welfare services of lecturers in the study area.

Research Question 4: How does funding influence internal efficiency of university education in North-Central, Nigeria?

Percentage and mean score are the descriptive statistics used to analyze data obtained for Research Question 4 as presented in Tables 22 and 23.

Table 22

Funding and Internal Efficiency in Selected Universities in North-central, Nigerian

S/N	Adequate funding and internal efficiency.	“YES” Freq.	Percentage	“NO” Freq.	Percentage
1.	Does adequate funding of university education by government reduce the chances of repeaters and drop-out rate in the system?	1,076	100	0	0
2.	Does adequate funding of university education enhance provision of facilities and equipment that are capable of improving students’ academic performance?	976	90.7	50	9.3
3.	Does insufficient funding of the university education affects the performance university graduates?	1,026	95	50	5

Source: Field Report, 2016

Table 22 presents the opinions of the respondents on adequate funding and internal efficiency of the university education in North-central, Nigeria. As shown in the Table, all the respondents agreed that adequate funding of university education would reduce wastages as regard repeaters and drop out in the University. Also, 90.7% of the respondents agreed that

adequate funding of university education would facilitate prompt provision of facilities and equipment that are capable of improving students' academic performance. In the same vain, 95% of the respondents held that inadequate funding of university education would affect the performance of university education. The results observed in Table 22 signified that funding is a synergy for improving the internal efficiency of the university education.

Table 23

Mean Score of Funding and Internal Efficiency in Selected Universities in North-central, Nigeria

S/No	Items	Mean A	b	c	D	e	Mean score	SD	Decision
1.	Adequate funding of university education by the government reduces the chances of repeaters and drop-out rate in the system.	4.34	4.61	4.23	4.46	4.75	4.47	1.02	Good
2.	Adequate funding of university education enhances provision of facilities and equipment that are capable of improving university students' academic performance.	4.51	4.00	4.31	4.62	4.66	4.42	1.18	Very good
3.	Insufficient funding of university education degree of affects university graduates.	4.61	4.41	4.52	4.46	4.95	4.55	1.02	Very good
Composite Mean							4.55	1.21	Very good

Key: a= Unilorin, b= University of Abuja, c= FUTMinna, d= Unijos, e= FUAM.

Source: Field Report, 2016

The means score for the adequate funding and internal efficiency of university education were presented in Table 23. The composite mean score was rated 4.55. This is rated very. The opinion of the respondents revealed that internal efficiency of university education can be achieved through adequate provision of funds.

Research Question 5: What is the level of internal efficiency of university education in North-Central, Nigeria?

Percentage is the descriptive statistics used to describe internal efficiency of university education as presented in Tables 24 to 29.

Table 24

Internal Efficiency in University of Ilorin

S/N	Years	No Enrolled	No of Repeaters & Drop out (Wastages)	No of Completion	% of Wastages	% of Completion	Decision
1	2011	3134	150	2984	5	95	Very good
2	2012	3298	226	3076	7	93	Very good
3	2013	4408	184	4424	4	96	Very good
4	2014	4434	206	4228	5	95	Very good
5	2015	4694	166	4528	4	96	Very good

Source: Field Report, 2016

In Table 24, the selected faculties recorded significant efforts in managing the wastages from 2011 to 2015. As revealed, during the period under review the University recorded graduates as above 90% of her intakes successfully completed their programme. This is an indication that the University of Ilorin has been internally efficient as evident shown in the number of graduates produced each year.

Table 25**Internal Efficiency in Federal University of Technology, Minna**

S/N	Years	No Enrolled	No of Repeaters & Drop out (Wastages)	No of Completion	% of Wastages	% of Completion	Decision
1	2011	2178	94	2084	4	96	Very good
2	2012	2408	64	2344	3	97	Very good
3	2013	2228	104	2124	5	95	Very good
4	2014	2468	134	2334	5	95	Very good
5	2015	3356	206	3150	6	94	Very good

Source: Field Report, 2016

Table 25 presents the enrolment figure and successful completers in the selected faculties of the Federal University of Technology, Minna from 2011 to 2015. The wastages were insignificant compared to the percentage of the students who graduated from the University within the period under review. This shows that the internal efficiency of the University is good.

Table 26**Internal Efficiency in University of Abuja**

S/N	Years	No Enrolled	No of Repeaters & Drop out (Wastages)	No of Completion	% of Wastages	% of Completion	Decision
1	2011	3746	136	3610	4	96	Very good
2	2012	3824	426	3398	11	89	Very good
3	2013	3296	64	3232	2	98	Very good
4	2014	4134	108	4026	3	97	Very good
5	2015	4430	114	4316	3	97	Very good

Source: Field Report, 2016

Table 26 shows the results of the analysis of the selected faculties in the University of Abuja from 2011 to 2015. The enrolment figure vis-a-vis the successful completers' figure from 2011 to 2015 revealed that more than 90% graduated successfully except year 2012 when the University recorded 89%. This is an indication that the University was also internally efficient.

Table 27

Internal Efficiency in University of Jos

S/N	Years	No Enrolled	No of Repeaters & Drop out (Wastages)	No of Completion	% of Wastages	% of Completion	Decision
1	2011	2846	214	2632	8	92	Very good
2	2012	2974	134	2840	5	95	Very good
3	2013	2356	170	2186	7	93	Very good
4	2014	4614	144	4470	3	97	Very good
5	2015	4824	216	4608	4	96	Very good

Source: Field Report, 2016

In Table 27, the University of Jos recorded significant efforts in managing the wastages in the selected faculties from 2011 to 2015. As revealed, the University recorded more than 90% successful completers. This is an indication that University of Jos was internally efficient. This is because almost all the intakes graduated.

Table 28**Internal Efficiency in Federal University of Agriculture, Makurdi**

S/N	Years	No Enrolled	No of Repeaters & Drop out (Wastages)	No of Completion	% of Wastages	% of Completion	Decision
1	2011	1356	72	1284	5	95	Very good
2	2012	1396	64	1332	5	95	Very good
3	2013	2008	110	1898	5	95	Very good
4	2014	2026	156	1870	8	92	Very good
5	2015	2654	168	2486	6	94	Very good

Source: Field Report, 2016

Form Table 28, Federal University of Agriculture, Makurdi recorded significant success in managing the wastages in the selected faculties from 2011 to 2015. As revealed, the University recorded record more than 90% successful completers. This is an indication that University of Jos was internally efficient. This is because almost all the intakes graduated.

Table 29**Summary of Internal Efficiency in Selected Universities in North-central Federal Universities, Nigeria**

S/N	Years	No Enrolled	No of Repeaters & Drop out (Wastages)	No of Completion	% of Wastages	% of Completion	Decision
1	2011	13,260	936	12324	7	93	Very good
2	2012	13,900	582	13318	4	96	Very good
3	2013	14,496	848	13648	6	94	Very good
4	2014	17,676	870	16806	5	95	Very good
5	2015	19,950	570	19380	3	97	Very good
				% :	5	95	Very good

Source: Field Report, 2016

The composite percentage score of internal efficiency in Table 29 reveals that wastage rate was 5% and graduation rate was 95% for years between 2011 and 2015.

Research Question 6: What is the lecturer-student ratio in the Universities in North-Central, Nigeria?

Ratio is the statistical method used to answer Research Question 6 in Table 30

Table 30

Lecturer-student Ratio in the Selected Universities in North-central, Nigeria

S/No	Years	No of Lecturers	No of Students	Ratio	Remark
1	2011	498	13,260	1:27	Overutilization
2	2012	536	13,900	1:26	Overutilization
3	2013	570	14,496	1:26	Overutilization
4	2014	620	17,676	1:29	Overutilization
5	2015	666	19,950	1:30	Overutilization

Source: Field Report, 2016

The lecturer-student ratio analysis is presented in Table 30. The ratio in the selected Universities in North-central, Nigeria between 2011 and 2015. The ratios were 1:27, 1:26, 1:26, 1:29 and 1:30 for 2011, 2012, 2013, 2014 and 2015 respectively. All these exceeded the National Universities Commission benchmark of 1:25.

Research Question 7: What is the pass rate of University graduates in North-Central Nigeria between 2011 and 2015?

Percentage is the statistical method used to answer the Research Question 7 as shown in Table 31.

Table 31

Students' Results in Selected Universities in North-central, Nigeria from 2011 to 2015

S/N	Years	No Enrolled	No Graduated with First Class Division & (%)	No Graduated with Second Class Upper Division & (%)	No Graduated with Second Class Lower Division & (%)	No Graduated with Third Class Division & (%)	No Graduated with Pass & (%)	No not Graduated & (%)
1	2011	13,260	548(4%)	3594(27%)	7080(53%)	1082(8%)	74(1%)	882(7%)
2	2012	13,900	638(5%)	3898(28%)	7236(52%)	1362(10%)	184(1%)	582 (4%)
3	2013	14,496	492(3%)	4934(34%)	7268(50%)	820(5%)	134(1%)	848 (6%)
4	2014	17,676	684(4%)	3830(22%)	10876(62%)	1300(7%)	116(1%)	870 (5%)
5	2015	19,950	836(4%)	5792(29%)	10964(55%)	1666(8%)	122(1%)	570 (3%)

Source: Field Report, 2016

In Table 31 shows the results of graduated students in the selected Faculties in the study between 2011 and 2015. As revealed for the years under review, students graduated that with first class division were rated between 3% and 5%. Meanwhile, students that graduated with second class upper division were rated between 22% and 34%. For the students that graduated with second class lower division were rated between 50% and 62%. While, students that graduated with third class division were rated between 5% and 10%.

It could be observed that results of students during years under review, the higher percentage of students graduated with Second Class Lower Division.

Testing of Research Hypotheses

In testing the research hypotheses formulated to guide this study, the data collected were statistically analyzed using multiple regression method for Hypothesis 1 and Pearson

product-moment correlation statistical method for Hypotheses 2 to 8. These are presented in Tables 32 to 41.

H₀₁: There is no significant relationship among funding, internal efficiency and goal achievement of university education in North-central, Nigeria.

The coefficient scores obtained are presented in Table 34 showing the relationship among funding, internal efficiency and goal achievement of university education in North-central, Nigeria.

Table 32

Coefficients of the Relationship among Funding (F), Internal Efficiency (IE) and Goal Achievement of University Education (GAUE) in Selected Universities in North-central, Nigeria

	F	IE	GAUE
F	1.00		
IE	0.71	1.00	
GAUE	0.43	0.56	1.00

Source: Field Report, 2016

The results in Table 32 reveal the correlation coefficient of the relationship among funding, internal efficiency and goal achievement of university education North-central, Nigeria. The results indicate that independent variables (funding and internal efficiency) have positive relationship with the dependent variable (goal achievement of university education). The scores (0.43 and 0.56 respectively) were positive and they were found above zero. It is therefore concluded that internal efficiency had more positive influence on goal achievement of university education than funding had.

Table 33**Multiple Regression Analysis of Funding, Internal Efficiency and University Goal Achievement in Selected Universities in North-central, Nigeria**

Variables Entered	B	Std. Error	Beta	T	Sig
Constant	43.67	3.11		13.47	0.05
Funding	0.21	0.06	0.10	2.34	
Internal Efficiency	0.02	0.05	0.01	0.46	

Source: Field Report, 2016

As shown in Table 33, funding and internal efficiency are predators of goal achievement in university education. The regression weight (B) of 0.21 and 0.02 for funding and internal efficiency were obtained. Meanwhile, the standard error of internal efficiency was 0.05 and that of funding was 0.06. This is statistically represented in the following regression equation:

$$Y^1 = 43.67 + 0.21X_1 + 0.02X_2 \dots\dots\dots(3);$$

where:

Y^1 represents the dependent variable (goal achievement of university education);

X_1 represents the independent variable (funding of university education);

X_2 represents the moderating variable (internal efficiency of university education).

The analysis indicates that in Federal Universities in North-central, Nigeria, every unit increase in goal achievement would be as a result of 0.21 unit increase of funding and 0.02 unit increase of internal efficiency. The implication of these results is that any increase in goal achievement (dependent variable) of university education in North-central Nigeria is the function of funding and internal efficiency. This explains the fact that funding and internal efficiency have influence on goal achievement of university education in North-central, Nigeria. Meanwhile, the Table shows that funding of university education has more

influence on goal achievement as 0.21 unit increase was obtained than internal efficiency of the university education as 0.02 unit increase was obtained.

Table 34

Summary of the Relationship among Funding, Internal Efficiency and Goal Achievement of University Education in Selected Universities in North-central, Nigeria

Variable Entered	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
Goal Achievement					
Internal Efficiency	0.181	0.032	0.030	0.520	0.05
Funding			.		

Source: Field Report, 2016.

Data in Table 34 shows that independent variables (funding and internal efficiency) predict the level of achieving the dependent variable (goal achievement of university education). The coefficient of multiple regressions (R) is 0.181 and multiple correlation square (R^2) is 0.032. Thus, R and R^2 were significant at 0.05 level of significance. These indicated that 3.2% variance of goal achievement of university education is a product of funding and internal efficiency of the university education. While, 96.8% are due to unexplained variations.

The R^2 of 0.032 in Table 34 measures the variability in the dependent variable (goal achievement of university education), which can be explained by the influence and the impact of the independent variable (funding, X_1) and moderating variable (internal efficiency, X_2). The R^2 0.032 means that about 3.2% increase in the goal achievement of university education is the functions of funding and internal efficiency in the university system in the area.

Table 35**Regression Analysis of Funding, Internal Efficiency and Goal Achievement of University Education in North-central, Nigeria**

Model	Df	Sum of Square	Mean Square	Calculated F-Value	p-Value	Decision
Regression	2	0.53	0.26			H ₀₁
Residual	1074	253.14	0.11	0.31	0.00	Rejected
Total	1076	253.407				

Source: Field Report, 2016

* p-value < 0.05 level of significance

As shown in Table 35, the test for the regression results among funding, internal efficiency and goal achievement of university education is presented. The p-value (0.00) is less than 0.05 level of significance. This shows that the hypothesis that stated that there is no significant relationship among funding, internal efficiency and goal achievement of university education is rejected. As shown earlier that there is positive relationship among funding, internal efficiency and goal achievement of university education.

H₀₂: There is no significant relationship between funding of physical facilities and goal achievement of the university education in North-central, Nigeria.

In testing research hypothesis H₀₂, data collected were statistically analyzed using Pearson product-moment correlation method in Table 38.

Table 36**Correlation Analysis between Funding Physical Facilities and Internal Efficiency of University Education**

Variables	N	Mean	Standard Deviation	Calculated r-value	p-value	Decision
Funding of Physical Facilities	1076	42.11	11.21			H ₀₂
Internal Efficiency	1076	32.12	9.34	0.52	0.02	Rejected

Source: Field Report, 2016

* p-value < 0.05 level of significance

Table 36 shows the results of the hypothesis tested to explain whether or not relationship exists between funding of physical facilities and internal efficiency of university education in North-central, Nigeria. The r-value is 0.52, while the p-value (0.02) is less than the set 0.05 significance level ($r = 0.52$, $p < 0.05$). This means that the hypothesis that stated that there is no significant relationship between funding of physical facilities and internal efficiency in North-central Universities, Nigeria is rejected. The result reveals that there is strong and positive significant relationship between funding of physical facilities and internal efficiency of the university education. This is an indication that achieving the goals of university education, availability and utilization physical facilities plays significant roles.

H₀₃: There is no significant relationship between funding of capacity building programme and internal efficiency of university education in North-central, Nigeria.

In testing research hypothesis H₀₃, data collected were statistically analyzed using Pearson product-moment correlation method in Table 37.

Table 37

Correlation Analysis between Funding Capacity Building Programmes and Internal Efficiency of University Education

Variables	N	Mean	Standard Deviation	Calculated r-value	p-value	Decision
Funding of capacity building programmes	1076	38.09	10.44	0.47	0.00	H ₀₃ Rejected
Internal Efficiency	1076	32.12	9.34			

Source: Field Report, 2016

*** p-value < 0.05 level of significance**

In Table 37, analysis of the test for relationship between funding of capacity building programmes and internal efficiency of university education in North-central, Nigeria is presented. The r-value is 0.47 while p-value (0.00) is less than the set 0.05 level of significance ($r = 0.47$, $p < 0.05$). Thus, the null hypothesis that stated that there is no significant relationship between funding of capacity building programmes and internal

efficiency in North-central Universities, Nigeria is rejected. This means that significant relationship exists between funding of capacity building programmes and internal efficiency of the university education.

H₀₄: There is no significant relationship between funding of ICT tools and internal efficiency of university education in North-central, Nigeria.

In testing research hypothesis H₀₄, data collected were statistically analyzed using Pearson product-moment correlation method in Table 38.

Table 38

Correlation Analysis between Funding ICT Tools and Internal Efficiency of University Education

Variables	N	Mean	Standard Deviation	Calculated r-value	p-value	Decision
Funding of provision of ICT tools	1076	35.36	10.01	0.37	0.00	Ho ₄ Rejected
Internal Efficiency	1076	32.12	9.34			

Source: Field Report, 2016

*** p-value < 0.05 level of significance**

As shown Table 38, the result of correlation analysis between funding of ICT tools and internal efficiency of university education in North-central, Nigeria is presented. The r-value is 0.37, while the p-value (0.00) is less than the set 0.05 level of significance ($r = 0.37$, $p < 0.05$). This result shows that positive relationship exists between funding of ICT tools and internal efficiency of the university education in North-central, Nigeria.

H₀₅: There is no significant relationship between funding of mentoring and internal efficiency of university education in North-central, Nigeria.

In testing research hypothesis H₀₅, data collected were statistically analyzed using Pearson product-moment correlation method in Table 39.

Table 39

Correlation Analysis between Funding Mentorship and Internal Efficiency of University Education

Variables	N	Mean	Standard Deviation	Calculated r-value	p-value	Decision
Funding of mentoring	1076	28.38	8.14	0.25	0.00	H ₀₅ Rejected
Internal Efficiency	1076	32.12	9.34			

Source: Field Report, 2016

* **p-value < 0.05 level of significance**

The correlation analysis of funding of mentoring and internal efficiency as presented in Table 39 reveals that the calculated r-value is 0.25, while the p-value (0.00) is less than the set 0.05 level of significance ($r = 0.25$, $p < 0.05$). This shows that hypothesis that stated that there is no significant relationship between funding of mentoring and internal efficiency of the university education in North-central, Nigeria is rejected. It implies that there is significance relationship between funding of mentoring and internal efficiency of the university education in North-central, Nigeria.

H₀₆: There is no significant relationship between funding of lecturers' welfare and internal efficiency of university education in North-central, Nigeria.

In testing research hypothesis H₀₆, data collected were statistically analyzed using Pearson product-moment correlation method in Table 40.

Table 40

Correlation Analysis between Funding Lecturers' Welfare Services and Internal Efficiency of University Education

Variables	N	Mean	Standard Deviation	Calculated r-Value	p-value	Decision
Funding of lecturers' welfare	1076	33.04	13.04	0.43	0.00	H ₀₆ Rejected
Internal Efficiency	1076	32.12	9.34			

Source: Field Report, 2016

*** p-value < 0.05 level of significance**

The Table 40 shows the result of the analysis of correlation between funding of lecturers' welfare and internal efficiency of university education in North-central, Nigeria. The r-value is 0.43, while p-value (0.00) is less than 0.05 level of significance ($r = 0.43$, $p < 0.05$). This is an indication that hypothesis that stated that there is no significant relationship between funding of lecturers' welfare and internal efficiency of university education is rejected. It shows that relationship exists between funding of lecturers' welfare and internal efficiency of university education.

H₀₇: There is no significant relationship between funding of university education and goal achievement of university education in North-central, Nigeria.

In testing research hypothesis H₀₇, data collected were statistically analyzed using Pearson product-moment correlation method in Table 41.

Table 41

Correlation Analysis between Funding and Goal Achievement of University Education

Variables	N	Mean	Standard Deviation	Calculated r-value	p-value	Decision
Funding of university education	1076	35.39	10.56			H ₀₇ Rejected
				0.34	0.00	
Goal achievement	1076	29.11	7.03			

Source: Field Report, 2016

* **p-value < 0.05 level of significance**

The correlation analysis of the relationship between funding and goal achievement of university education in North-central, Nigeria is presented in Table 41. The result shows that the calculated r-value is 0.34, while p-value (0.00) is less than 0.05 level of significance ($r = 0.34, p < 0.05$). This means that there is significant relationship between funding of university education and goal achievement of Universities in North-central, Nigeria.

H₀₈: There is no significant relationship between internal efficiency and university goal achievement in North-central, Nigeria.

In testing research hypothesis H₀₈, data collected were statistically analyzed using Pearson product-moment correlation method in Table 42.

Table 42

Correlation Analysis between Internal Efficiency and Goal Achievement of University Education

Variables	N	Mean	Standard Deviation	Calculated r-Value	p-value	Decision
Internal Efficiency	1076	32.12	9.34			H ₀₈ Rejected
				.47	0.01	
Goal achievement	1076	29.11	7.03			

Source: Field report, 2016

* **p-value < 0.05 level of significance**

Table 42 shows the results of analysis of correlation between internal efficiency and goal achievement of university education in North-central, Nigeria. The r-value is 0.47, while p-value (0.01) is less than 0.05 level of significance ($r = 0.47, p < 0.05$). This means that hypothesis saying that there is no significant relationship between internal efficiency and goal achievement of the university education is rejected. The implication of this result is that internal efficiency is instrumental for achieving the goals of university education.

Discussion of Findings

Findings in Table 6 show that Federal Universities in North-central, Nigeria relied heavily on monthly subventions and administrative charges when compared to their other means of generating funds. This is against the opinion of Aina (2007) that Universities need financial autonomy, and to achieve the autonomy several and possible means should be explored to generate funds. In fact, Arikewuyo (2001) and Obe (2009) posited that entrepreneurial activities in the Universities need reformation and improvement. This probably explains the reasons why Federal Universities would continue to have deterioration of facilities, manpower shortage, irregularities in the payment of allowances at any point in time when government fails to release monthly subventions and invariably incessant strike actions.

Appendix VIII shows that funds released for Federal Universities in Nigeria between 2011 and 2015. Significant gaps exist between what were proposed in the budgets and actual amount released for the Federal Universities. It could be observed that there were gradual increase and improvement in the amount released in the budgets to the Universities from 2011 to 2015. This means that efforts were made by the Federal Government to improve its financial commitments on university education during the period. However, as revealed, 39%, 31%, 28%, 26% and 27% were the differences between the proposed funds releases in the 2011, 2012, 2013, 2014 and 2015 respectively. This indicates that Federal Government is

not 100% committed to provide the financial needs of the Universities. This probably explains why many Universities delay payment of staff salaries and allowances coupled with inadequate provision of ICT tools, instructional facilities and inadequate staff offices. All these are parts of the causes of internal crises in the Universities that overtly and covertly affect the efficiency of university education in Nigeria.

In Table 10, the mean scores of the adequacy of physical facilities are presented. The level of the provision of lecture rooms is found to be 2.38 and it is rated to be fair. This means that Universities in the North-central geo-political zone of Nigeria still need to improve efforts in making available lecture rooms for effective instructional delivery. This is because when students are in the class to learn and there are no sufficient rooms to take care of their population, students' learning opportunities might not be optimally achieved. As shown in the Table the condition of the staff offices is rated fair with 3.02 as the mean score. This means that the Universities in North-Central, Nigeria need more staff offices with more facilities such as ICT tools to enhance quality performance in teaching, research and community services which could lead to achieving human and national development as parts of the goals of the Universities. Lecturers in the Universities need to be provided offices that will improve their performance and make them to be more resourceful for the benefit of the students.

The mean score for the available library in the Universities is 2.83 and rated fair. No doubt, library plays very significant role in the school setting. According to Lawal (2010), library is a strategic and integral part of the school where opportunity to unlock learning difficulty can be realized. This might be one of the reasons why the National Universities Commission (NUC) the regulatory body for university education in Nigeria stipulated that University libraries must be capable of accommodating at least 10% of the students' population. Thus, the capacities of the libraries in the Universities need to be improved.

Availability of tables and chairs in lecture rooms in the North-central Universities, Nigeria is 3.46 mean score. This is rated good. This means that students in the Universities enjoyed the provision of tables and chairs needed in the lecture rooms.

Table 11 shows the results of the students' rating on the adequacy and condition of lecture rooms and libraries in the Universities. On the provision of table and chairs as part of the instructional facilities, 51% of the students agreed that these facilities were adequately provided. Furthermore, on the availability of projectors and projector screens in the lecture rooms, only 40% of the sample confirmed that these facilities were available in their classes. This implies that instructional delivery in most of the Universities was mostly done without the use of technological aids. This could contribute to the low ranking of the Universities among their counterparts across the globe as posited by Okebukola (2015).

The students' view on the available libraries and their condition was also considered in this study. From Table 11, only 95% of the selected students testified that chairs and tables were adequately provided in the libraries in their Universities. Furthermore, 58% of the respondents agreed that there is E-library in the Universities. 97% of the respondents affirmed that the libraries were equipped with current holdings.

Seeking students' opinions on the availability and condition of lecture rooms and libraries in this study is germane because the students have direct access to the available classes and library than any other users in the Universities. Lecture rooms and libraries are the critical places for students to acquire formal knowledge and skills.

The efficiency of university education can be best described in the students' performance. Hence, provision of instructional aides and learning facilities become imperative in achieving the goals of university education. According to Atolagbe (2011), administration of school should give priority to monitoring and reports of resources available in schools. This enables the school to attend promptly to the demand of the inputs that are

capable of improving the efficiency of education. However, the results of data analysis in Table 18 reveal that Universities need improvement especially in the area of ICT-based classrooms. This will serve as synergy to re-empower instructional competencies of the University teachers.

Table 13 shows the rated mean score of the attendance of capacity building programmes among lecturers in North-central Universities. As shown in the Table, it could be deduced technically, capacity building programme attendance is mandatory in the Universities. As shown in the Table, the composite mean score is 3.24 and rated fair. This shows that more effort is still required by the Universities to attend to capacity building programme.

When respondents rated the access to the use of ICT facilities for teaching, learning and administration in the Universities as shown in Table 16, the mean score for students' access to internet facilities provided by the Universities is 3.35 and rated fair. Hence, students at any level of education, most especially students in the Universities nowadays are expected to enjoy ICT-based methods of instructional delivery. This is as a result of the fact that ICT and its tools serve as means to accelerate and enhance learning opportunities. Internet facilities, as components of ICT, provide learners with a steady avenue for the dissemination of research reports and findings (Yusuf, 2005). Students access to internet facilities in school provide them opportunities to learn independently. In fact, Ottan (2009) posits that internet facilities enable students to be informed of the current trends in their academic works and to adjust with the new discoveries in learning.

In Table 17, the rated mean score on lecturers' access to the available ICT tools for teaching and researches in the North-central Universities, Nigeria is 3.23. And this is rated as fair. This result shows that many lecturers are yet to be conversant with the use of ICT-based instructional aids. Thus, Universities in the North-central, Nigeria need more efforts to

encourage their staff on the use of these instructional tools. Yusuf (2005) emphasizes that ICT provides opportunities for lecturers to communicate through e-mail, mailing list and chat room. It provides quick and easy access to extensive and current information.

The rated mean score on the ability of the Universities in North-central to imbibe with the technological culture in the discharge of administrative functions is 3.39. This is rated fair. This result implies that those Universities need to put more efforts to ensure that ICT is used in full capacity. Going by the composite mean score obtained in Table 19 which is 3.32, it could be concluded that the Universities in North-central Nigeria need to be ICT compliant. The proficiency of the University in the application and utilization of ICT tools that will help greatly in achieving the goals set for university education. This opinion is supported by the findings of Ayo (2011) that ICT tools enhance efficiency of internal functions in an organization which in turn set such organization for greater productivities and achievement.

The rated mean score in Table 19 on mentoring services is 3.16 (fair). This means that mentorship services in North-central Universities, Nigeria need improvement. This implies that serious and concerted efforts are required on mentorship services to improve internal efficiency of the university education. Isfo (2005) explains that mentorship provides support services for the University staff to acquire knowledge and skill required to address and solve any difficulties that may be encountered on the job.

The rated mean scores on the analysis of lecturers' welfare services in the selected Universities are presented in Table 21. It could be observed that University of Ilorin has 3.82; University of Abuja has 3.34; Federal University of Technology Minna has 3.35; University of Jos has 2.83 and Federal University of Agriculture Makurdi has 3.12 as composite mean score. It is only University of Ilorin that is found in good remark while others have fair remark. This is an indication that staff welfare services in many of the Universities in Nigeria

needs improvement. The overall composite mean score is 3.29 and rated fair. This explains the fact that welfare of academic staff in the selected Universities need improvement.

The summary in Table 29 shows internal efficiency in the selected Universities in North-Central, Nigeria. It reveals that percentage of wastages is 5% and considered insignificant as compared to percentage of the successful completers which is 95% from 2011 to 2015. This shows that Universities graduated 95% of their intakes successfully over the years. It sounds good to hear that more than 90% of the University intakes graduated in Nigeria Universities but it is pathetic in the other hand that majority of the University graduates lack required skills and knowledge needed for the economic development of the nation as described by Babalola (2002). Ibrahim (2011) explained that many of the University graduates are not employable because skills and abilities to perform and compete favourably in the world economy are not possessed.

The enrolment of the students and number of lecturers available in years 2011 to 2015 are presented in Table 30. The results revealed that for those years (2011- 2015), lecturers are over-utilized considering the recommendation of the regulatory body for university education, National Universities Commission (NUC) that 1:25 is the benchmark for lecture-student ratio. There is no year the Universities under consideration were able to make available required numbers of lecturers to adequately take care of the students' population. The implication is that lecturers are been over utilized and as lecturers in the Universities will attend to other matters alongside teaching and research must be carried out. The issue of efficiency in the quality of instructional delivery is questionable. This is why Babalola (2002) argues that majority of the University graduates in Nigeria are not employable. This is because the university instructors (lecturers) do attend to so many issues which are indirectly affecting the quality of teaching and researches. In another argument by Arikewuyo (2001), it was emphasized that students' academic performance in the Universities is dictated by the

devotion of the lecturers. But, a situation where lecturers have been over loaded with responsibilities and there also a large number of students to manage at a time, the students would stand the risk to experience teaching without total concentration. No wonder, majority of the graduates in Nigeria universities are product of Second Class Lower Division as reveals in Table 33 in this study.

However, Table 35 shows the test of regression analysis among funding, internal efficiency and goal achievement of the university education. The calculated F- value is 0.31, while p-value (0.00) is less than 0.05 level of significance. This shows that hypothesis stated that there is no significant relationship among funding, internal efficiency and goal achievement of university education is rejected. It therefore shows that there is relationship among funding, internal efficiency and goal achievement of university education. The implication of this result is that funding adequacy of the university education will enhance and serve as synergy for improving the quality of internal efficiency in the University system which will in turn serve as catalyst for achieving the desire goals of university education for human and national development. What this result implies is that funding (money) is the determinant factor to explain the nature of internal efficiency of the university education. It is when the University as an organization is internally efficient to perform operations and tasks effectively, then, the university will capable of having products that will highly instrumental for human and national development.

The finding in Table 35 is supported by Onuka (2004) and Obayan (2006) that investment in education is a capital investment. This creates the basic tool for national development. Human capital is the greatest source of national wealth. This is due to the fact that human capital creates the wealth of any nation. Certainly, the more educated people in a nation possessing, the more the nation is positioned to create greater quantum of wealth for

the nation. Thus, funds that provide the basis for wealth creation must be made available to the University system that develops human capital.

However, it has become a public knowledge that funding of public Universities is inadequate to meet all needs, in spite of the fact that both government and parents are co-funding university education. Though the latter's involvement in funding the education of their wards has increased, the phenomena of inadequate funding still stir the nation in the face. Obayan (2006) believes that providing quality education for the citizenry is a must, yet there cannot be quality education without adequate funding. He further states that it seems impossible to determine the pattern of fund allocation, thus, confirming the finding of Onuka (2004) that even government's officials are unable to ascertain the actual amount of funds they allocate to Universities. At a point during agitation for better funding by the Academic Staff Union of Universities (ASUU), both the National Universities Commission (NUC) and Federal Ministry of Education released different figures on how much the government had given to Federal Universities. The one released by the Federal Ministry of Education contradicted that of the NUC, its own agency. There is also a contradiction in the figures released by NUC (Onuka, 2004). Obayan (2006) stated in clear terms that the formula for allocating funds to Universities is to be based on certain agreed criteria, among which are academic staff/student (which varies according to disciplines), academic staff/senior administrative staff of 3:1, academic staff/technical staff ratio of 3 or 4:1 in the science-based disciplines, capital development, etc.

The Table 36 shows the results of the hypothesis tested to explain whether or not relationship exist between funding of physical facilities and internal efficiency of the university education in North-central, Nigeria. The r -value is 0.52, while p -value of 0.02 is less than 0.05 level of significance ($r = 0.52, p < 0.05$). This means that hypothesis stated that there is no significant relationship between funding of physical facilities and internal

efficiency in North-Central universities, Nigeria is null and rejected. The result is evidence to proof that there is strong and positive significant relationship between funding of physical facilities and internal efficiency of the university education. This implies that achieving the goals of university education, physical facilities availability and utilization play significant roles.

The school environment such as the university education could be referred to as school because of the existing facilities such as classrooms, laboratories, fields for different sports and games, halls, offices and library. These facilities if well positioned maintain and utilized are capable of stimulating learning and teaching effectiveness. This is because these facilities provide shelter for both learners and instructors in the university education. The importance physical facilities to teaching and learning cannot be over-emphasized. The dictum that “teaching is inseparable from learning but learning is not separable from teaching” is that teachers do the teaching to make the students learn but students can learn without the teachers. According to Akande (1985) in Farombi (1991), learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students learning outcome. Facilities include books, audio-visual, software and hardware of educational technology size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged (Farrant, 1991 and Farombi, 1998). Facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education (Oni, 1992).

Table 37 shows analysis of the test between funding of capacity building programmes and internal efficiency of the university education in North-central, Nigeria. The calculated r-value is 0.47, while p-value (0.00) is less than 0.05 level of significance ($r = 0.47, p < 0.05$). Thus, hypothesis stated that there is no significant relationship between funding of capacity

building programmes in North-Central universities, Nigeria is rejected. This means that significant relationship exist between funding of capacity building programmes and internal efficiency of the university education. The training and retraining of the University staff and most especially the lecturers is a sensitive issue in the quality development of university education all over the world. It is through the capacity building programmes the University lecturers will be equipped, re-oriented, exposed and en-cultured with the current trends that will enhance teaching efficiency and effectiveness, research findings that will be of benefit to the university community and the host community.

The goal of capacity building, according to DID (2010), is to facilitate individual and organizational learning which builds social capital and trust, develops knowledge, skills and attitudes, and when it becomes successful, it creates an organizational culture and a set of capabilities which enable organizations to set objectives, achieve results, solve problems, and create adaptive procedures which enable them to survive in the long run.

Capacity building in university system has been identified as part of an organizational strategy to improve overall productivity, motivate staff to deliver high quality services and create an ongoing commitment to innovation and system improvement. Viewed from this perspective, staff training is an integral part of human resources investment; it is strategy designed to transform workforce service delivery system into "high performance" organizations that strive continuously to improve service quality. Most organizations also find out that staff training is essential to support several specific elements of system change as described here.

- Team-building training is often required to mold staff from a number of different partner agencies-each with its own identity, work culture, program rule and job expectation-into a functioning career centre system with a shared customer-service approach and seamless service delivery.

- Staff often needs training in computer literacy and specific computer skills because services emphasize the use of up-to-date information technologies to deliver customers services and support internal management functions.

Staff usually requires training to move from narrow program-based job functions to the delivering of broader service functions that receive funding from a variety of program-based funding streams.

In Table 38, the result of the correlation analysis test for the relationship between funding of ICT tools and internal efficiency of the university education in North-central, Nigeria. The calculated r-value is 0.37, while p-value (0.00) is less than 0.05 level of significance ($r = 0.37, p < 0.05$). The result shows that relationship exists between funding of ICT tools and internal efficiency of the university education in North-Central, Nigeria. The information and communication technological tools in education are more of instructional aids compare to other purposes those tools can serve in educational system. ICT according to Ayo (2001) is made up of three basic components namely; electronic processing using the computer transmission of information using telecommunication equipment, and dissemination of information in multimedia. ICT tools enhance the acquisition, processing, storage and dissemination of vocal, textual, pictorial and numerical information by micro-electronic-based combination of computers and telecommunication.

The correlation analysis of funding of mentorship and internal efficiency is presented in Table 39. Calculated r-value is 0.25, while p-value (0.00) is less than 0.05 level of significance ($r = 0.25, p < 0.05$). The shows that hypothesis stated that there is no significant relationship between funding of mentoring and internal efficiency of the university education in North-central, Nigeria is rejected. It means that relationship was found in the funding of mentoring and internal efficiency of the university education.

Enhancing the internal efficiency of any organization and particularly the university education as an organization, guidance services through mentoring is germane to the realization of quality service delivery. Every organization has its ethics and mode of operand for achieving the set goals. The realization of these goals depend on the level of efficiency and effectiveness such organization can sustain and maintain. This describes the organization culture. But, human resource is one of the flow resources in the organization. Meaning that, an organization exit and receive manpower. This is where the starting point of mentoring service begins to sustain the organization culture. Many European universities became interested in the '80's in creating placement services and programmes not limited to merely providing information but also actively engaged in helping to integrate and to educate young people in view of empowering individual and social perspectives (Isfol, 2005). He stressed further to say that mentoring is a means of minimizing wastages in the university system. In another remark, Isfol (2005) describe mentoring as one-on-one relationship between the mentor and the mentee for professional guidance and to aid quality service delivery. It could be inferred to as the relationship between senior academic staff of the university and junior academic staff of the university towards providing professional guidance services in managing the possible challenges on the job.

The Table 40 presented the result of the analysis of the correlation between funding of lecturers' welfare and internal efficiency of the university education in North-Central, Nigeria. The r-value is 0.43, while p-value of 0.00 is less than 0.05 level of significance ($r = 0.43$, $p < 0.05$). This is an indication that hypothesis stated that there is no significant relationship between funding of lecturers' welfare and internal efficiency of university education is rejected. It shows that relationship exist between funding of lecturers' welfare and internal efficiency of the university education. Lecturers constitute the working force or the manpower of the university system. The human resources in any organization as

described by Oyedepi (2012) set other resources into action and performance. This implies that other resources like materials, money and time depend on effective manipulative skill of the manpower available to determine the extent of the goal achievement in the organization. In the university, lectures occupy significant position to describe the goal achievement of the university. So, the welfare of lectures as regard their psychological happiness, health and safety should paramount in the decision making of the university management.

Some of the things that make the staff in the school to feel secure are the satisfaction of his basic needs such as food, clothing and shelter (Ayodimeji, 2009). They are the foremost reasons why people take up jobs and they appear to be strongest in staff early work life and must be satisfied to make staff feel secure. Wendel (1995) explains that the school head should therefore; see the importance of money to the staff which has a dominating influence on him especially in the early stage of the staff's career. The school head should therefore, make sure staff salaries are paid accurately, regularly and promptly and, should therefore, arise a situation where salaries cannot be paid promptly the staff should be informed and the reasons explained in detail. The school head should desist from unnecessary delay of payment of salaries due to minor offences or mistakes. This is so because such delay could cause insecurity for his family and they may starve or fall sick. The school head should ensure that staff is duly promoted. Promotion gives the staff an additional security in terms of monetary rewards that follow promotion. His promotion may also move him from a lower level position to a higher one where his authority and powers are increased. It is therefore, wise that the school administrator should take the issue of promotion seriously by recommending staff that are due, filling their annual evaluation reports and assisting them to overcome barriers hindering their promotions. When security is established the administrator has to take into account the safety needs of the staff.

One major area of providing safety and security for the staff is housing, staff that have no house allocated to them cannot be sure of the safety and security of their families and their belongings and these will invariably affect their productivity or performance. In a school like university, there are some categories of academic and non-academic staff that are entitled to institutional houses. Where houses are not available, the University authority may not be able to render much help than to explain the situation to the staff and make suggestions on how they can make arrangement to obtain private accommodation. Some university, who actually know the importance of the safety need to staff performance, may contemplate beyond mere suggestion to the staff. They go personally to exert their influence in order to make very suitable and modest accommodation arrangements for their staff in the town where the university is situated.

The correlation analysis of the relationship between funding and goal achievement of the university education in North-central, Nigeria is presented in Table 41. The result shows that calculated r-value is 0.34, while p-value 0.00 is less than 0.05 level of significance ($r = 0.34, p < 0.05$). This means that there is significant influence or relationship between funding of the university education and goal achievement of the university in North-Central, Nigeria. The implication of this result is that the level funding of the university system determines the level at which the university goals can be achieved. Funding in any organization is predator for performances. Fund determines the level at which other resources can be available and of course the level other resources can be used and maintained.

The importance of adequate funding of university education cannot be overemphasized. No university can carry out its functions and its statutory responsibilities effectively without adequate financial resources. Obe (2009) remarked that without adequate funding, standards of education at any level shall be tantamount to a mirage that is building castle in air. This justifies the fact that if university education is not adequately funded in a nation there could be millions of graduates but very insignificant number will be relevant to

human and national development for that nation. Fund as described by Babalola (2002) explains what are obtainable and achievable in educational sector. Physical facilities are the material resources that can facilitate effective teaching and learning in school. Jaiyeoba and Atanda (2003) posited that they enable a skill full teacher to achieve specifically a level of instructional effectiveness. But, when fund is not sufficiently provided this could be a mere dream. Fund is important in school because it is used to pay salaries and allowances, training and retraining school staff, construct buildings and buy equipment, implement school policies and maintain the school plants and keep the school going.

Table 42 presented the analysis of correlation between internal efficiency and goal achievement of university education in North-Central, Nigeria. The calculated r-value is 0.47, while p-value (0.01) is less than 0.05 level of significance ($r = 0.47, p < 0.05$). This means that hypothesis stated that there is no significant relationship between internal efficiency and goal achievement of the university education is rejected. The implication of this result is that internal efficiency is the key that is capable to unlock the doors for achieving the goals of university education. Oyeniran (2009) and Akinubi (2010) describe efficiency as means of minimizing wastages in an organization to achieve optimal output. Going this remark it could be deduced that provision of resources in an organization is not as important as avoiding wastage of the provided resources in the organization.

Akinubi (2010) referred to AbdulKareem (1989) notes that school resources refer to the funds, students, teaching and non-teaching personnel, classroom, library, laboratory, and other physical facilities available for use in the school in order to achieve stated educational objectives. Here, Internal Efficiency can be viewed as the extent to which the given resources are able to achieve the desired output as regards to the number of graduates an institution is able to produce with least cost.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This Chapter focuses on discussion of the summary of findings, conclusion drawn from the findings and recommendations made in the study.

Summary of Findings

This study examined the relationship among funding, internal efficiency and goal achievement of university education in North-central, Nigeria. The study is purely a descriptive survey of correlation type in which funding and internal efficiency served as predictors determining the goal achievement of university education. The study is considered relevant in the present Nigeria because of the rates at which Universities in the country turn out graduates with little or no impact on human and national development. Thus, previous researchers described many of the nation's university graduates as not relevant to the economic need of the nation. Therefore, in this study related literature were reviewed with a view it in context.

Based on the nature of the problems established earlier in the study and the information gathered in the review of literature, seven research questions were raised while eight research hypotheses were generated to guide the study. The study identified strategies and procedures for data collection using validated and reliable instruments used to obtain data from the respondents.

The population of the study covered all the Federal Universities in the North-central, Nigeria. This is because funding policy of those institutions is the same. Five out of the seven Federal Universities were considered in the study. The two Universities not covered in the study were established in the year 2011. They could not present the data needed to measure internal efficiency and goal achievement of university education because of their age. Random sampling method was used to select four Faculties in each of the chosen

Universities. This makes 20 Faculties available in the study. Stratified sampling method was used to select 1076 out of the 2404 lecturers as respondents. Similarly, systematic sampling technique was used to select 300 students in all the chosen Universities.

The instruments used to obtain data from the respondents were researcher-designed questionnaires tagged ‘Funding and Internal Efficiency Questionnaire (FIEQ)’ and ‘Goal Achievement Questionnaire (GAQ)’. In addition, the study made use of resource availability check-lists and students’ academic performance profoma. The instruments were validated by the experts in the field of Educational Management and Educational Test, Measurement and Evaluation. The questionnaires were pilot tested and reliability coefficients of 0.87 and 0.72 were obtained.

Frequent counts, percentage, mean and ratio were the descriptive statistical tools used to analyze data to answer the research questions raised while multiple regression and Pearson product-moment correlation statistics were used to test the research hypotheses formulated to guide the study. All the research hypotheses were tested at 0.05 significance level.

The findings were:

1. Federal Universities in North-Central, Nigeria relied heavily on monthly subventions as means of funding the Universities as other sources of funds constituted very little percentage;
3. Classroom facilities (tables, Chairs, Projector, protector screen, Mega Phone, Fan, air-conditioner and internet) were not adequately provided. But, library facilities (tables, chairs, e-library, recent textbook and Journals, fans and air-conditioner) were adequately provided;
4. Provision of ICT tools are inadequate for students and lecturers to access;
5. Funding of mentorship is rated fair;
6. Lectures’ welfare services are rated fair;

7. Respondents' opinion revealed that adequate funding of the university education would reduce wastages thereby enhancing provision of facilities capable of improving student's academic performance;
8. Findings revealed that there is 95% graduation and 5% wastage rates in the Universities between year 2011 and 2015;
9. It was revealed that between years 2011 and 2015 lecturers were over-utilized; and
10. There is higher percentage of students that graduated in the Universities between 2011 and 2015 with Second Class Lower Division.

Other findings from the hypotheses tested at level of 0.05 significance level show that:

1. there was significant relationship among funding, internal efficiency and goal achievement of university education in North-central, Nigeria ($R^2 = 0.032$, $p < 0.05$);
2. there was positive and strong relationship between funding of physical facilities and internal efficiency of the university education in North-central, Nigeria ($r = 0.52$, $p < 0.05$);
3. there was strong relationship between funding of capacity building programmes and internal efficiency of the university education in North-central, Nigeria ($r = 0.47$, $p < 0.05$);
4. there was strong relationship between funding of ICT tools and internal efficiency of university education in North-central, Nigeria ($r = 0.37$, $p < 0.05$);
5. there was relationship between funding of mentoring services and internal efficiency of university education in North-central, Nigeria ($r = 0.25$, $p < 0.05$);
6. there was strong significant relationship between funding of lecturers' welfare services and internal efficiency of the university education in North-central, Nigeria ($r = 0.43$, $p < 0.05$);

7. there was positive significant relationship between funding and goal achievement of the university education in North-central, Nigeria ($r = 0.34$, $p < 0.05$); and
8. there was positive significant relationship between internal efficiency and goal achievement of university education in North-central, Nigeria ($r = 0.47$, $p < 0.05$).

Conclusions

The study examined the relationship among funding, internal efficiency and goal achievement of university education in North-central Universities, Nigeria. The study assumed that funding, among other inputs in achieving the goals of university education, is a paramount determinant. Efficiency of a University as an organization relies on mobilization, provisions, distribution and utilization of human and non-human resources needed for the achievement of goals. Hence, the study concludes that any inadequacy in the provision of resources as inputs in Universities may affect efficiency of services and functions which in turn could describe limit for achieving University goals. This study also concludes that adequacy of funding university education for the provisions of physical facilities, ICT tools, capacity building programmes, and mentorship and lecturer welfare services may serve as a catalyst for improving the internal efficiency of university education as regard quality of instructional delivery and other services expected of a University. It is believed that this will reduce wastages as regards repeaters and drop-out and produce graduates that will be of relevance to human and national development.

A constituent improvement in funding influence positively internal efficiency of university education. Adequate funding adequacy will ensure provision of new classrooms to cope with the teaming students' population. Adequate funding will also ensure prompt maintenance of the existing ones. Furthermore, adequate funding will ensure adequate and prompt provision of ICT tools in the lecture rooms, offices and libraries. Adequate funding of

university education will enhance quality improvement in the quality of staff, especially academic staff in the university.

Thus, this study concludes that when fund is sufficiently made available for the provision of physical facilities, ICT tools, capacity building programme, mentorship and welfare services in the Universities, there will be improvement in the internal efficiency of the system. This will in turn lead to the production of quality graduates required for national development.

Recommendations

Based on the findings in this study, it is recommended that:

1. there should be improved funding from all stakeholders for adequate of resources while the Universities should improve on their internal revenue generation drive;
2. Nigerian universities should collaborate with industrial sectors in order to make available their research products for production organizations as an alternative means of generating more funds;
3. owing to the current economic situation in Nigeria, the Federal Government is not financially strong enough to avoid a tuition free university education. Therefore, reintroducing moderate and affordable tuition fee for students will serve as a means of generating more funds in all the Federal Universities in the country;
4. education remains only the means for the production of human resources. Thus, the votes for education in the national budget in Nigeria should be increased to 30%. This will increase the budget for university education in the country;
5. it is obvious that monthly subventions released for Universities are inadequate, hence, the institutions should explore alternative sources. These include consultant services for the host communities as means of generating funds; exploring business initiatives that will be of social and economic benefits. This will also enhance the

entrepreneurial ventures which will immensely benefit the students in their skills acquisition for national development;

6. University management should develop good culture in taking timely actions on the maintenance of physical facilities such as lecture rooms and library facilities to enhance learning;
7. Universities should consider the financial mobilization as a matter of need for lecturers before attending capacity building programmes not after;
8. Universities should ensure adequate recruitment of academic staff to cater for students' population to avoid over utilization of such staff;
9. University authorities should consider mentorship reports as an important tool for ensuring efficiency. Thus, such reports should be submitted by the mentors (senior academic staff) and mentees (junior academic staff) on quarterly basis; and
10. this study is recommended for further studies in the Universities in other geo-political zones in Nigeria.

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APPENDIX I

UNIVERSITY OF ILORIN, ILORIN, NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
FUNDING AND INTERNAL EFFICIENCY QUESTIONNAIRE (FIEQ)

Dear Sir,

This research instrument is designed to elicit your opinions on funding, internal efficiency and goal achievement of the university education in the North-Central, Nigeria. You are humbly requested to be honest to the request of the statements therein contained. Your opinions shall be of great assistance to the researcher in analyzing funding issues of university education in relation to internal efficiency and goal achievement of the system. This instrument is sub-divided into three sections i.e section A, B and C. Section A seeks your personal data, section B requests you to the rating of statements raised contained and section C elicits your opinion on the statements contained and rated accordingly. You are assured that your opinion shall be treated confidentially.

Thank you for your kind assistant and cooperation.

OTTAN, J.O

Section A:**Name of the University:** _____**Age:** 25-30yrs (), 31-39yrs (), 40-49yrs (), 50-59yrs () and 60-67 ()**Gender:** Male () Female ()**Qualification:** B.Ed/B.Sc (), M.Ed/M.Sc () and Ph.D ()**Job Rank:** Graduate Assistant (), Assistant Lecturer (), Lecturer II ()

Lecturer I (), Senior Lecturer (), Reader (), Professor ()

Year of Service in the University: 1-5yrs (), 5-10yrs (), 11-15yrs (), 16-20yrs (), 21 and above ()**Section B:****Rating:** SD(1) ←————→ SA(5)

S/N	Statements	5	4	3	2	1
	What are the Sources of Funding Nigerian Universities					
1.	My university receives monthly grant from the government as parts of the means for funding university system.					
2.	My university administers charges for students as a means of funding the university system.					
3.	My university requests and receives donations within and outside system as another means to fund the system.					
4.	The government grants take 80% of fund used in the university system.					
5.	My university involve in businesses as means of internally generated fund					
	How adequate is the Funding for Physical Facilities in the Nigeria University					
6.	Are the lecture rooms sufficient for student?					
7.	Are the Staff offices sufficient and equipped with internet services?					
8.	Does the library capacity accommodate 10% of students' population?					
9.	Are the lecture rooms adequately equipped with tables and chairs?					
	How Adequate is Funding for Capacity Building Programme in Nigeria					
10.	Academic staff in your University attends seminar, workshop or symposium at least three times in a year?					
11.	Does your University mobilize financially the staff to attend seminar and workshop to improve their teaching competence?					
12.	Is lecturer's attendance in seminar and workshop used as part of the measure for job promotion?					
	How is Funding for the provision and utilization of ICT tools					
13.	Do students have access to internet facilities provided by the University?					
14.	Do lecturers use available ICT tools for teaching and research in your University?					
15.	Does your University imbibe technological culture in the discharge of administrative functions?					

	How Adequate is Funding for Mentoring in Nigeria University					
16.	Does your University organize mentorship workshop and seminar for newly recruited academic staff?					
17.	Does your University provided allowance for senior staff that provided mentorship services to the junior staff?					
18.	Does your University ensure that all graduate assistant, assistant lecturers and lecturer II are attached to senior staff for mentoring?					
	How is Funding lecturers' welfare services in the Nigerian University					
19.	Does authority of your university attaches importance to safety, security and health needs of the lecturers as official matter?					
20.	Does university teaching hospital available in your university charges lesser amount for the lecturers in its service compare to amount of money charged for non-university staff?					
21.	Does nature of the security service in your university make the lecturer feels comfortable in their stay in the university?					
	How is Funding Influence Internal Efficiency of University Education in Nigeria					
22.	Does adequate funding by the government reduces the chances of repeaters and drop-out rate in the system?					
23.	Does adequate funding enhances the provision of facilities and equipment that are capable of improving university students' academic performance?					
25.	Does insufficient funding of the university education degrees of affects university graduates?					

Section C:

Rating: SD(1) \longleftrightarrow SA(5)

S/N	Statements	5	4	3	2	1
	Funding and Internal Efficiency					
1.	Adequate funding of the university education makes the university authority to be more responsible in the provision of instruction facilities and thereby enhancing the achievement goals set for the university education.					
2.	The available fund in the university determines the level of internal efficiency of university education.					
3.	Fund as an important input in the university system describes the level at which the goal of the university education can be achieved.					
	Funding Physical Facilities and Internal Efficiency					
4.	The available physical facilities in the university influence the efficiency and productivity of system.					
5.	Prompt maintenance culture of the physical facilities in the university system enhances the efficiency and productivity of system.					

6.	Provision of well-equipped staff rooms, lecture rooms and laboratory improve the internal efficiency of university education.					
	Funding Capacity Building Programme and Internal Efficiency					
7.	Lecturer attendance in capacity building programme is an avenue to acquire new skills for instructional delivery.					
8.	Lecturers with regular attendance in capacity building programme have tendency of being resourceful than those lecturers who do not attend such programme regularly.					
9.	Capacity building programmes reduce inefficiency among lecturers and thereby enhance quality performance of activities among lecturers.					
	Funding Mentorship and Internal Efficiency					
10.	Mentoring as an indispensable factor in university education enhances job efficiency and increases the productivity in the system.					
11.	Mentoring as an exercise in the university should be accomplished by certain allowances as an incentive.					
12.	The lecturers under mentoring of the senior most lecturers should also be entitled to certain allowance as an incentive.					
	Funding ICT tools and Internal Efficiency					
13.	The utilization of ICT tools in Nigerian universities enhances the productivity and goal achievement of university education.					
14.	The provision and utilization of ICT tools for lecturers in offices and classrooms improve the quality of lecturers' service delivery in the university.					
15.	When students have access to the ICT tools provided in the university motivate the students to learn optimally and thereby improve their performances when employed after graduation.					
	Funding Lecturers' Welfare Services and Internal Efficiency					
16.	The safety, security and health services provided for lecturers in Nigerian universities improve the performance of lecturers towards goal achievement of university education.					
17.	When the university management provides house and car loan for lecturers inform of soft loan make the lecturer to be committed to their job and their by enhance the goal achievement of university education.					
18.	The university management needs to be creative and proactive in managing the university environment to make the lecturers feel secure towards the goal achievement of university education.					
	Internal Efficiency and Goal Achievement					
19.	Availability and adequacy of physical facilities in the university is a catalyst for achieving the goals of the students.					
20.	Effective mentoring exercise in the university improves the quality of teaching in the university education.					
21.	Lecturers' attendance in capacity building programmes improves lecturer competency in the job and enhances the goal achievement of the university education.					



UNIVERSITY OF ILORIN, ILORIN, NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
UNIVERSITY GOAL ACHIEVEMENT QUESTIONNAIRE

To be filled by the lecturers in the selected universities

S/N	STATEMENTS	YES	NO
	The programme of education in my university is tagged to produce students with the following abilities:		
1.	Human Development		
	1. Ability to communicate effectively 2. Ability to work with team 3. Ability to be dynamic as changes reflect in the society 4. Ability to be manipulative and productive 5. Ability to have respect for national integrity 6. Ability to be progressive in learning and research 7. Ability to be creative and innovative		
2.	National Development		
	1. Skill to explore immediate environment for national development 2. Ability to withstands the trends of technological development 3. Ability to ensure national unity through their approaches to national assignments 4. Ability to be self-employed and creation of job opportunities 5. Ability to be a peace ambassador		

APPENDIX II



UNIVERSITY OF ILORIN, ILORIN, NIGERIA

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

To be filled by the Head of the Department in the selected Faculties

Years	Number of Students enrolled	Number Repeated	Number Promoted	Number of Lecturers	Number of drop-out	Number Graduated
2010/2011						
2011/2012						
2012/2013						
2013/2014						
2014/2015						

Thanks

APPENDIX III



UNIVERSITY OF ILORIN, ILORIN, NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
School Physical Facilities Check-List

To be filled by the students in the selected Faculties

Items	Adequate	Not Adequate	In Good Condition	Not in Good condition
A. Lecture Rooms 1. Tables and chairs 2. Projector and screen 3. Mega phone 4. Fans 5. Air conditioners 6. Internet service				
B. Library 1. Tables and chair 2. E-library service 3. Current textbooks and journals 4. Fans 5. Air conditioners				

APPENDIX IV



UNIVERSITY OF ILORIN, ILORIN, NIGERIA

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

Lecturers' Attendance in Capacity Building Programmes Check List

Kindly, tick as applicable to you

Years	One Time	Two Times	Three Times	Four Times
2010/2011				
2011/2012				
2012/2013				
2013/2014				
2014/2015				

THANKS

APPENDIX V



UNIVERSITY OF ILORIN, ILORIN, NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
Information and Communication Technology Tools Check-List

To be filled by the lecturers in the selected faculties by making appropriately

ICT Services	Available and Use	Available but Not Use	Not available at all
Office Internet Service			
e-Library			
Office Internet Tools (computer set, laptop, printer and scanner)			
Lecture Room Internet Service Lecture rooms ICT tools (projector, projector board, mega phone)			
Student portal			
Staff portal			

Thanks

APPENDIX VI



UNIVERSITY OF ILORIN, ILORIN, NIGERIA

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

To be filled by the Head of the Department in the selected Faculties

Years	Number of Students enrolled	Number Repeated	Number Promoted	Number of Lecturers	Number of drop-out	Number Graduated
2010/2011						
2011/2012						
2012/2013						
2013/2014						
2014/2015						

Thanks

APPENDIX VII

Results from Data Analysis

HO1

Variables Entered/Removed^a			
Model	Variables Entered	Variables Removed	Method
1	Funding Internal efficiency Goal achievement		

a. Dependent Variable: goal achievement

b. All requested variable entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.181 ^a	.032	.040	.52021

a. Predictors: (Constant), funding and internal efficiency

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.052	2	.261	3.10000
	Residual	253.142	536	.113	.000 ^b
	Total	253.407	538		

a. Dependent Variable: goal achievement

b. Predictors: (Constant), funding and internal efficiency services

coefficient a

	B	Std. Error	Beta	T	Sig.
Constant	43.67	3.11		13.47	0.00
Funding	.21	.06	.10	2.34	0.00
Internal Efficiency	.02	.05	.01	.46	0.00

a. Dependent Variable: goal achievement

Coefficient

Model	Unstandardized coefficient		Standardized coefficient	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	43.75	1.87	.002	13.64	0.00
Internal efficiency	.23	.004			
1 (Constant)	43.67	3.11		13.47	0.00
Internal efficiency	.21	.06	.10	2.34	
Goal achievement	.02	.05	.01	.46	

a. Dependent variable: goal achievement

[DataSet0]

Descriptive Statistics

	Mean	Std. Deviation	N
Goal achievement	5.07	1.27	1076
Funding	47.24	12.34	1076
Internal efficiency	34.41	9.22	1076

HO2

[DataSet0]

Hypothesis Two

[DataSet0]

Descriptive statistics

	Mean	Std. Deviation	N
Funding physical facilities	42.11	11.21	1076
Internal efficiency	32.12	9.32	

Correlation

		Funding physical facilities	Internal efficiency
Funding physical facilities	Pearson Correlation	1	.52
	Sig.(2tails)	.02	.02
	N	1076	1076
Internal efficiency	Pearson Correlation	.52	1
	Sig.(2tails)	.02	.02
	N	1076	1076

Hypothesis Three

[DataSet0]

Descriptive statistics

	Mean	Std. Deviation	N
Funding capacity building programme	38.09	10.44	1076
Internal efficiency	32.12	9.32	

Correlation

		Funding capacity building programme	Internal efficiency
Funding capacity building programme	Pearson Correlation	1	.49
	Sig.(2tails)	.00	.00
	N	1076	1076
Internal efficiency	Pearson Correlation	.49	1
	Sig.(2tails)	.00	.00
	N	1076	1076

Hypothesis Four**[DataSet0]****Descriptive statistics**

	Mean	Std. Deviation	N
Funding provision of ICT tools	35.36	10.01	1076
Internal efficiency	32.12	9.32	

Correlation

		Funding ICT tools	Internal efficiency
Funding provision of ICT tools	Pearson Correlation	1	.37
	Sig.(2tails)	.00	.00
	N	1076	1076
Internal efficiency	Pearson Correlation	.37	1
	Sig.(2tails)	.00	.00
	N	1076	1076

Hypothesis Five**[DataSet0]****Descriptive statistics**

	Mean	Std. Deviation	N
Funding mentoring	28.38	8.14	1076
Internal efficiency	32.12	9.32	

Correlation

		Funding mentoring	Internal efficiency
Funding mentoring	Pearson Correlation	1	.25
	Sig.(2tails)	.00	.00
	N	1076	1076
Internal efficiency	Pearson Correlation	.25	1
	Sig.(2tails)	.00	.00
	N	1076	1076

Hypothesis Six**[DataSet0]****Descriptive statistics**

	Mean	Std. Deviation	N
Funding lecturer welfare services	33.04	13.04	1076
Internal efficiency	32.12	9.32	

Correlation

		Funding lecturer welfare services	Internal efficiency
Funding lecturer welfare services	Pearson Correlation Sig.(2tails) N	1 1076	.43 .00 1076
Internal efficiency	Pearson Correlation Sig.(2tails) N	.43 .00 1076	1 1076

Hypothesis Seven**[DataSet0]****Descriptive statistics**

	Mean	Std. Deviation	N
Funding university education	35.39	8.14	1076
Goal achievement	29.11	7.03	

Correlation

		Funding university education	Goal achievement
Funding university education	Pearson Correlation Sig.(2tails) N	1 1076	.34 .00 1076
Goal achievement	Pearson Correlation Sig.(2tails) N	.34 .00 1076	1 1076

Hypothesis Eight**[DataSet0]****Descriptive statistics**

	Mean	Std. Deviation	N
Internal efficiency	32.12	9.32	1076
Goal achievement	27.11	7.03	

Correlation

		Internal efficiency	Goal achievement
Internal efficiency	Pearson Correlation Sig.(2tails) N	1 1076	.47 .01 1076
Goal achievement	Pearson Correlation Sig.(2tails) N	.47 .01 1076	1 1076

Descriptive Statistics

Demographical Data of the Respondents

S/N	Items	Value	Value Label	Freq.	Percentage	Cumulative Percentage
1.	Age	1	No response	0	0	0
		2	25-30	96	9	9
		3	31-39	406	38	47
		4	40-49	212	20	67
		5	50-59	304	28	95
		6	60-69	58	5	100
		Total		1,076	100	
2.	Gender	1	No response	0	0	0
		2	Male	826	77	77
		3	Female	250	23	100
		Total		1,076	100	
3.	Qualification	1	No response	0	0	0
		2	B.Ed/B.Sc	144	13	13
		3	M.Ed/M.Sc	512	48	61
		4	Ph.D	420	39	100
		Total		1,076	100	
4.	Job Rank	1	No response	26	2	2
		2	Graduate Assistant	154	14	16
		3	Assistant Lecturer	132	12	28
		4	Lecturer II	168	16	44
		5	Lecturer I	158	15	59
		6	Senior Lecturer	228	21	80
		7	Associate Professor	134	12	92
		8	Professor	76	8	100
		Total		1,076	100	
5.	Years of service in the University	1	No response	20	2	2
		2	1-5yrs	112	10	12
		3	6-10yrs	164	15	27
		4	11-15yrs	320	30	57
		5	16-20yrs	202	19	76
		6	21-25yrs	275	10	86
		7	26-30yrs	64	6	92
		8	30yrs and above	84	8	100
		Total		1,076	100	

Sources of Funding the Nigerian University Education

S/No	Sources	Freq. YES	Percentage	Freq. NO	Percentage	Cumulative Percentage
1.	Monthly Subvention	972	90	104	10	100
2.	Administrative Charges	1,076	100	0	0	100
3.	Donations	874	81	202	19	100
4.	Business Initiatives	778	72	298	28	100
5.	Tuition Fee	234	22	842	78	100
6.	Consultancy Services	212	20	864	80	100

Mean and Standard Deviation Score

S/No	Sources	Mean	Standard Deviation	Number
1.	Monthly Subvention	4.1	1.7	1076
2.	Administrative Charges	5.0	2.1	1076
3.	Donations	3.9	1.4	1076
4.	Business Initiatives	2.7	1.03	1076
5.	Tuition Fee	2.3	.57	1076
6.	Consultancy Services	1.3	.03	1076
	Composite Mean	3.22		

Physical Facilities in Nigeria University

Items	Freq. Yes	Percentage	Freq. No	Percentage	Cumulative Percentage
1	624	58	452	42	100
2	674	63	402	37	100
3	578	54	498	46	100
4	728	68	348	32	100

Mean Score for Physical Facilities

Items	Mean (X)					Mean score	SD	Number
	a*	b*	c*	d*	e*			
1	3.27	2.62	2.62	3.23	2.45	2.83	1.02	1076
2	2.67	3.12	3.79	2.95	2.57	3.02	1.18	1076
3	2.75	3.76	2.63	2.73	2.32	2.83	1.02	1076
4	4.13	2.53	3.21	4.20	3.26	3.46	1.21	1076
Composite Mean						3.03		

Provision for ICT Tools in Nigerian Universities

Items	Freq. YES	Percentage	Freq. No	Percentage	Cumulative Percentage
1	452	42	624	58	100
2	674	63	402	37	100
3	728	68	348	32	100

Mean Score of Provision of ICT Tools

Items	Mean (X)					Mean score	SD	Number
	a*	b*	c*	d*	e*			
1	4.12	3.16	2.72	3.23	3.55	3.35	1.02	1076
2	4.26	3.06	3.21	2.95	2.68	3.23	1.18	1076
3	4.01	3.12	3.26	2.73	3.85	3.39	1.02	1076
Composite Mean						3.32		

Funding of Mentorship in Nigeria University

S/N	Items	Freq. Yes	Percentage	Freq. No	Percentage	Cumulative Percentage
1		742	70	334	30	100
2		578	54	498	46	100
3		348	32	728	68	100

Mean Score of Funding Mentorship

Items	Mean (X)					Mean score	SD	Number
	a*	b*	c*	d*	e*			
1	3.43	3.71	2.23	3.44	3.85	3.33	1.02	1076
2	3.22	3.04	3.21	2.52	2.86	2.97	1.18	1076
3	4.06	3.32	3.25	2.61	2.85	3.21	1.02	1076
Composite Mean						3.16	1.21	

Funding Lecturers' Welfare Services in Nigeria Universities

Items	Freq. Yes	Percentage	Freq. No	Percentage	Cumulative Percentage
1	742	70	334	30	100
2	578	54	498	46	100
3	348	32	728	68	100

Mean Score of Funding of Lecturers' Welfare Services in the Selected Universities

Items	Mean (X)					Mean score	SD	Number
	a*	b*	c*	d*	e*			
1	4.34	3.61	3.23	3.46	3.75	3.67	1.02	1076
2	2.51	3.00	3.31	2.62	2.66	2.82	1.18	1076
3	4.61	3.41	3.52	2.46	2.95	3.39	1.02	1076
Composite Mean						3.29	1.21	

Adequate Funding and Internal Efficiency in Nigerian university

S/N	Items	Freq. Yes	Percentage	Freq. No	Percentage	Cumulative Percentage
1		1,076	100	0	0	100
		976	91	50	18	100
2		1,026	95	50	5	100
3						

Mean Score of Funding and Internal Efficiency in the Selected Universities

Items	Mean (X)					Mean score	SD	Number
	a*	b*	c*	d*	e*			
1	4.34	4.61	4.23	4.46	4.75	4.47	1.02	1076
2	4.51	4.00	4.31	4.62	4.66	4.42	1.18	1076
3	4.61	4.41	4.52	4.46	4.95	4.55	1.02	1076
Grand Mean						4.55	1.21	

Appendix VIII

Budget Released in Naira for Federal Universities in Nigeria from 2011 to 2015

Year	Proposed Budget	Amount Released for Personnel	Amount Released for Over Head	Amount Released for Capital	Total Amount Released	% Difference between Proposed Budget and Budget Release.
	(₦)	(₦)	(₦)	(₦)	(₦)	
2011	302,721,249,266	163,773,039,823	6,271,357,802	16,306,433,689	186,350,831,314	39
2012	302,721,249,266	185,450,125,446	5,712,169,748	18,335,921,415	209,498,216,607	31
2013	310,260,117,006	201,068,808,509	5,316,464,570	16,952,700,007	223,337,973,078	28
2014	307,169,415,823	209,453,549,291	5,678,158,297	12,004,654,227	227,136,361,815	26
2015	320,748,512,222	222,634,003,529	7,001,542,481	3,298,748,612	235,934,294,622	27

Source: FBNP, 2016 and NUC, 2017

Appendix 9 presents the proposed budget for the university education and actual budget released for personnel, overhead and capital for years 2011, 2012, 2013, 2014 and 2015 respectively. As shown in the Table the gaps between proposed budget and actual funds release ranged between 26% and 39% in 2014 and 2011 respectively.

APPENDIX IX

Decision Taking for Percentage Analysis

Cases	Percentage Grade	Level	Decision
1	100-80	Very High	Very Good
2	79-60	High	Good
3	59-40	Average	Fair
4	39-20	Low	Poor
5	19-0	Very Low	Very Poor

Source: Researcher's Decision, 2016

Decision Taking for Mean Scores

S/No	Mean Scores	Level	Decision
1	4.21-5.00	Very High	Very Good
2	3.41-4.20	High	Good
3	2.61-3.40	Average	Fair
4	1.81-2.60	Low	Poor
5	1-1.80	Very Low	Very Poor

Source: Researcher's Decision, 2016

The ratio would be determined by the average in the recommendations of the National Universities Commission on Lecture-student ratio for science and humanity courses in the Universities. The NUC recommended 1:20 for Science courses and 1:30 for Humanities. Thus, an average of 1:25 ($(20+30)/2$) would be set as a bench mark for two faculties in the selected Universities. Ratio score found less than ($<$) 25 would be considered below average (underutilization of lecturers), score found greater than ($>$) 25 would be considered above average (overutilization of lecturers).