

Full Length Research Paper

Evolution of private universities in Nigeria: Matters arising and the way forward

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Accepted December 7, 2012

Many issues such as the increasing cases of unsatisfied demand for admission, moral decadence among students, incessant strikes, student unrest and cultism, among others necessitated the establishment of private alongside the federal and state universities in Nigeria. It is however expected that the advent of private universities will provide solutions to these challenges. In this paper, issues such as the proliferation of private universities without proper planning, unemployment, religious intolerance, educational imbalance, high fees and others which if not addressed can undermine the achievement of the purposes for which they were established were examined. Adequate funding of the public universities, control of issuance of license for establishment of new private universities, creation of jobs by government and wealthy individuals, regulation of fees in the private universities among others are suggested to move the university system forward in the country.

Key words: Nigeria, evolution, private, university, private universities, matters arising, way forward.

INTRODUCTION

Many countries in the world have embraced privatization as a policy to guide their educational systems, in view of the inherent benefits. In many African countries such as Ghana, Kenya, Tanzania, Uganda, Zambia, this policy has been entrenched (Uwakwe et al., 2008) while according to Bayliss (2000), the general concepts of privatization are now widespread in the industrialized, developing and transitional economies. In line with global trend, the policy of privatization has become a concern of government in Nigeria, which has made it a priority to allow private initiatives in the provision and management of education at the pre-primary, primary, secondary, and tertiary levels of the educational system.

The emergence of private initiative in the provision of university education is however a recent development in Nigeria, unlike the case of the advanced countries such as United States of America (USA), Britain among others and even the lower education levels (that is, pre-primary, primary and secondary levels) and the public (that is, federal and state) universities. The onset of private incursion into the provision of university education in Nigeria however dated back to the year 1979 when the

civilian government in power puts education on the concurrent legislative list between the state and the federal governments, which means that both federal and state governments can establish, fund and manage university. Consequently, Imo Technical University was established by Ukaegbu, an action that was challenged in court by the government in power. Following the Supreme Court's judgment in the case, twenty six private universities emerged within six months of the ruling:

- National College of Advanced Studies, Aba, Imo State.
- Theological College sponsored by the Christian Association of Nigeria.
- Afro American University, Orogun, Bendel (now Edo) State.
- Ekpoma University, Illeh, Ekpoma (now Edo State University, Ekpoma, Edo State).
- Uzoma University, Ajowa Akoko, Ondo State.
- Pope John Paul University, Aba, Imo State.
- Ogodogu International University, Abuja.
- University of Akokwa Ideato, Imo State.
- University Courses College, Port Harcourt, Rivers State

- Ajoni Middle Belt University, Ibadan, Oyo State.
- Afendomifok University, Ikot-Ekpene, Cross Rivers State.
- World University, Owerri, Imo State.
- Institute of Open Cast Mining and Technology, Auchii, Bendel (now Edo State).
- Imo Technical University, Owerri, Imo State.
- Akoko Christian University, Akungba Akoko, Ondo State.
- Open University College, Kaduna, Kaduna State.
- Laity School of African Thought, Nembe, Rivers State.
- Feyson University, Ijebu Ode, Ogun State.
- Epe Graduate Teachers University, Epe, Lagos State.
- Ezena University, Owerri, Imo State.
- Trinity University, Awo, Omamma, Oru, Imo State.
- West African University, Ikwerre, Imo State.
- Nnamdi Azikiwe University, Onitsha, Anambra State.
- God's University, Umuezena, Ojoto, Anambra State.
- Technical University of Afa, Imo State.
- Islamic University of Nigeria, Alabata, Ogun State (National Universities Commission, 1987).

The trend in the establishment of private universities coupled with the envisaged degradation in the quality of university education in Nigeria, prompted the Federal Military Government to abolish the already established private universities and prohibited the establishment of new ones, through Decree 19 of 1984. Consequent upon the agitations for the resuscitation of private universities, in view of the observed level of unsatisfied demand for admission, prompted Federal Government to repeal Decree 19 of 1984, which paved way for the agitations for re-emergence of private universities. This led to the establishment of three private universities (Babcock at Ilishan Remo in Ogun State; Madonna in Okija, Anambra State, and Igbinedion in Okada, Edo State) in 1999. Since then, private universities have continued to grow in quantity. As at March 2009, there were thirty four (34) approved private universities in Nigeria (National Universities Commission, 2009).

PURPOSES OF UNIVERSITY EDUCATION IN NIGERIA

As stated in the National Policy of Education (Federal Republic of Nigeria, 2004), which is the policies framework guiding the educational system that university education in Nigeria will:

- Contribute to national development through high-level relevant manpower training;
- Develop and inculcate proper values for the survival of the individual and the society;
- Develop the intellectual capacity of individuals to understand and appreciate their local and external environments;
- Acquire both physical and intellectual skills which will

- enable individuals to be self-reliant and useful members of the society;
- Promote and encourage scholarship and community service;
- Forge and cement national unity, and
- Promote national and international understanding and interactions.

THEORETICAL FRAMEWORK

The underlying principle on which this paper is based is the provision of further education for an individual, that is above the education at the primary and secondary levels, thus making 'human capital theory' very relevant to it. According to Fagerlind and Saha (1997), cited in Olaniyan and Okemakinde (2008), human capital theory provides a basic justification for large public expenditure on education both in the developing and developed nations. The work of authors such as Schultz (1971), Becker (1964), Mincer (1974), Sakamota and Powers (1995), Psacharopoulos and Woodhall (1997), Robert (1991), Smith (1976) among others, show that there is an aspect of the factors of production (that is, land, labour, capital, and entrepreneurship) which cannot be traced exclusively to the outputs of the production process. This factor, which is known as the 'human capital' differs from the 'physical capital'. While the physical capital denotes the assets, properties and materials including money which are used for the production process, the human capital denotes the innate abilities, knowledge or skills of workers in an organization. According to the theory, the human capital can be acquired through education. The education can be acquired in educational institution, which can be at primary, secondary or tertiary level. The level of education attained by an individual will dictate the ability of the individual. When the level of education is high, the quality of the human capital will be high but low if the level of education is low. The theory also believes that the production of human capital will yield considerable return in future, in terms of greater life time income. The higher the quality of individual in terms of the level of education attained, the higher will be the level of income. The theory further believes that better educated individual with more skills will get better job and will thus be more productive and will contribute more to the economic growth of the nation.

RATIONALE FOR ESTABLISHMENT OF PRIVATE UNIVERSITIES IN NIGERIA

Nothing could have come at the right time than the re-emergence of private universities in Nigeria in 1999. The first set of such universities emerged at a time when people had lost hope and confidence in the public universities due to the crises that characterized them.

Table 1. Indication of candidates preference for university education in Nigeria.

Year	UME	MPCE	Total
2007	911,679	167,836	1,079,515
2008	1,192,050	310,022	1,502,072

UME: Universities Matriculations Examination; MPCE: Monotechnics, Polytechnics, and Colleges of Education Matriculation Examination. Source: Federal Ministry of Education (2009): The State of Education in Nigeria.

Table 2. Applications and admissions into universities in Nigeria: 1999-2009.

Year	No. of applications to Univs.	No admitted	No un-admitted
1999/2000	417,773	78,550	339,223
2000/2001	467,490	50,277	417,213
2001/2002	550,399	60,718	544,321
2002/2003	994,380	51,845	942,535
2003/2004	1,046,950	105,157	941,793
2004/2005	841,878	122,492	719,386
2005/2006	916,371	NA	NA
2006/2007	803,472	123,626	679,846
2007/2008	1,054,053	194,521	859,532
2008/2009	1,182,381	NA	NA

Source: <http://www.ume.com.ng>, cited in Ajadi (2010). Private universities in Nigeria: The challenges ahead. American Journal of Scientific Research 7(15-24).

Many issues are presently at stake which calls for the establishment of private universities in Nigeria. There are listed as follows.

Unsatisfied demand for admission into universities

It is not a gainsaying that universities are 'ivory towers' where knowledge and skills can be acquired. In Nigeria, many parents wish their children/wards to attend universities rather than the polytechnics/monotechnics and colleges of education (Ige, 2010). Table 1 shows the number of candidates that applied for admission into universities, polytechnics and colleges of education from 2007 to 2008.

As indicated in Table 1, 911,679 candidates applied for admission into universities in 2007 as against 67,836 that applied for admission into the polytechnics/monotechnics and colleges of education. In 2008, applications rose to 1,192,050 as against 310,022 for the polytechnics/monotechnics and colleges of education combined. What can be noticed in Nigeria over the years is that while many candidates wish to have their ways into the universities, statistics, as buttressed by data in Table 2, show that they have not been having the ways.

As indicated in Table 2, in 1999/2000, applications to universities in Nigeria were 417,773 out of which only 78,550 candidates were admitted. As at 2007/2008, 1,054,053 candidates applied for admission but 194,521

were admitted. It is evident from the data that throughout the period, high-level unsatisfied admission demand characterized university education in the country, which is not portraying the country well more so that it needs more high-level manpower for its development of its economy. Universities' administrators have however continued to argue that the available infrastructural facilities are limited relative to the number of applicants hence the need to reduce intakes. As a result of the inability to gain admission into the universities, many candidates are becoming frustrated and discouraged thus encouraging many youths to enlist in social vices such as armed robbery, prostitution, swindling among others.

Limited and decaying infrastructural facilities in public universities

Infrastructural facilities are very germane in educational institutions, particularly in the teaching-learning process (Monehin, 2003). It is unfortunate that inadequacy of infrastructural facilities such as classrooms, laboratories, libraries, staff offices, workshops among others characterized the public universities in Nigeria (Saint et al., 2003). To worsen the situation, most of the available infrastructural facilities are in deplorable condition, which has been having negative effect on the training of students in the universities. The situation could be attributed to the poor funding of the universities by

Government. Over the years, financial allocations to the universities are consistently inadequate in quantity and epileptic in supply thus making it difficult for the universities' administrators to put in place adequate and reliable infrastructural facilities for effective teaching of students.

Strikes, student unrest and cultism in public universities

Universities in Nigeria have over the years been engulfed in crises which have made them to graduate from being 'centres of academic excellence' and 'ivory towers' into 'centres of crises'. Without mincing words, student unrest is an annual ritual in campuses in Nigeria. Many lives and valuable properties had been lost in the past due to this menace (Igodo, 2002; Ige and Olowolabi, 2010). Cultism is also an issue of concern which had turned the campuses into shooting venues and 'centres of wailing' rather than 'centres for learning'. Many innocent citizens had also been killed through the activities of cultists in the campuses (Timilehin et al., 2010; Saint et al., 2003; Adewale, 2005). There have also been incessant strikes by staff of the public universities due to issues such as poor welfares, inability to implement past agreements, poor conditions of service, disparity in salaries and allowances, and the need for academic freedom among others (Obe, 2003; Odewunmi, 2003; Afolabi, 2003; Enomah, 2010). Due to the rampant cases of unrest, cultism and strikes in the campuses, academic calendar is often disrupted. These days, a student in any of the public tertiary institutions including the universities in Nigeria cannot predict the number of years to spend on a programme. Many students end up spending additional year(s) which they do not envisage and plan for; thus making many parents to spend extra money on the education of their children. Government has also been spending additional fund on the education of such candidates while many candidates are denied opportunities for admission annually as a result of the limited spaces.

High cost of university education

The fact that university education requires huge cost cannot be overemphasized. In Nigeria, most of these costs are borne by government being the major financier of the educational system. The cost of provision of university education for the citizens is however becoming a yoke for government alone to bear which is the reason why it is clamouring for increased participation of the private sector in the financing of the sector. Apart from the cost of salaries and allowances of the academic and non-academic staff, there is the cost of building construction as well as the overhead cost of maintaining

the universities. Unfortunately, allocation to the education sector on which the funding of universities depends in Nigeria has been consistently low in quantity and erratic in supply (Akerle, 2001; Saint et al., 2003). Even though the universities receive highest percentage of fund among the other tertiary institutions annually, the fund being injected into the universities have proved to be inadequate for their needs.

Moral decadence among students of public universities

Universities' students are supposed to display high-level moral etiquette in the public and in their interactions with staff, universities' administrators and colleagues within and outside the campuses. Unfortunately, high-level moral decadence could be noticed among the students of universities in Nigeria which has been a matter of concern to government and other education stakeholders. For example, there is 'fashion craze' among the female students in the campuses. Many female students are fond of wearing men's outfits while some take delight in wearing clothes that expose parts of their body thus luring male counterparts and overzealous lecturers into sexual harassment. Some male students also indulge in the habit of plating hairs while some wear ear rings that make them appear like female students in the campuses. Some male students also smoke cigarettes, Indian hemp and other hard drugs. All these negative attitudes call into question the moral integrity of students of public universities in Nigeria.

Negative attitudes of lecturers of public universities

The attitudes of the lecturers in the public universities leave much to be desired. By virtue of their experience, they are supposed to serve as role models to the students. Unfortunately, reports in literature (Nwadiani, 1999) confirm the misdemeanors ranging from immoral relationship with female students and selling of grades, absence from lectures, involvement in business and political activities at the expense of teaching. All these combined to reduce the time for real teaching of students which is having negative effect on the quality of education and students in the public universities.

Low ranking of public universities in Nigeria

Ranking of universities in the world is a regular and annual exercise which has been providing opportunity for the education stakeholders to know the quality of students, infrastructural facilities, kind of training being provided for students compared to the situation in other universities in the world. Unfortunately, public universities

in Nigeria are ranked low among other universities in the world (Wasagu, 2008). As at 2012, only University of Ibadan ranked best among the universities in Nigeria but ranked 111th among the universities in the world. This has been a cause of concern to government and other stakeholders in education. It is thus expected that with the emergence of the private universities, the jinx would be broken.

Globalisation

In many advanced countries in the world such as United States of America, Britain, France, and Canada among others, both private sectors and government are involved in the provision of university education. Many notable universities in the world today are owned by private individuals. It is not a doubt that such universities have been contributing immensely to the training of skilled manpower for the development of their respective countries' economies. Nigeria thus needs to move forward in line with global development in the provision of university education.

Trend in global science and technology development

It is not a gainsaying that there is increasing trend in the development of science and technology in Nigeria, which has made it imperative to train more manpower in these areas. One of the ways of achieving this feat is by establishing specialized universities that will produce more manpower in this area rather than those that will produce manpower that are humanities oriented, which has been the status quo.

Fall in the quality of universities' graduates

It needs not be overemphasized that the quality of graduates of universities in Nigeria is degrading. Reports by Uwakwe et al. (2008), Adeogun and Osifila (2010), Ajayi and Ekundayo (2008), Dabaleen et al. (2000), Saint et al. (2003) and Moja (2000) confirmed that many graduates of universities now perform below expectations at their respective places of work and during public conversations. Those that do apply for post-graduate degree programmes in Nigeria and in foreign universities are subjected to qualifying tests to separate the 'wheat from the chaff'. Many aptitude tests also have to be written and passed by graduates seeking jobs in the labour market due to lack of confidence on the grade in their certificates.

Ineffective management of resources in public universities

In spite of the commitment of financial resources to the

public universities in Nigeria, evidences (Moja, 2000; Saint et al., 2003) abound which confirm that resources in the public universities are limited compared to the population of students that keep on increasing. Studies such as Earthman's (2002) have even revealed that there is positive correlation between students' high achievement and school facilities. It is expected that the little resources of the universities will be properly managed if they cannot get all they require. What can be noticed is ineffective management of resources in the public universities in Nigeria. Many abandoned projects abound in some public universities while much of the funds for universities development are wasted on non-academic activities. It is believed that establishing private universities whose aim is to make profit and owned by individuals and religious organizations, there will be proper and judicious management of fund as well as high-level accountability in the management of the universities' fund.

MATTERS ARISING FROM THE ESTABLISHMENT OF PRIVATE UNIVERSITIES IN NIGERIA

While the establishment of private universities in Nigeria will help in solving the lingering crises in university education, the following challenges need to be addressed.

Proliferation of private universities

It is obvious that private universities are springing up daily in Nigeria. Many wealthy individuals including those with questionable sources of wealth wish to establish universities. The two principal religions (that is, Christianity and Islam) now compete to establish university. It is now a political issue because many of these universities are not well planned and based on effective school mapping procedures. Many among those in government wish to establish private universities where the money looted from government coffers can be diverted to. This is why corruption has continued to thrive in Nigeria despite the efforts of government at curtailing it.

Diverted attention from public to private universities

It is disturbing to note that presently, attention has been shifted from the public to the private universities in Nigeria. On several occasions, the Academic Staff Union of Universities (ASUU) and other Unions in the public universities had agitated for improved funding and complete over-hauling of the decaying infrastructural facilities, as panacea to the management crisis in the public universities. Those in government often argue that parents are free to enroll their children in the private

rather than in the public universities that have become thorn in the flesh of government. It is thus not surprising that children of most of those in power in Nigeria are in the private universities where they can pay exorbitant fees and create a class for themselves in the society. While children of the high and little among the middle class in the society are in the private universities, the public universities are now reserved for children of the down trodden masses. A visit to any of the private universities will reveal the lifestyle of students many among whom are proud owners of exotic cars and choice properties which their lecturers cannot even afford.

Unemployment syndrome

Unemployment of graduates of educational, particularly the tertiary institutions has been a nightmare in Nigeria. Many graduates of tertiary institutions in Nigeria are finding it difficult to secure job after their training (Sanyaolu, 2007; Oyebola, 2009; Dabo, 2008; Ibeh, 2009). It is worthy of note that Nigeria is a country where most parents believe that after the graduation of their children from institutions, they should be provided white collar jobs by government. It thus implies that there is over-reliance on white collar jobs by graduates in Nigeria. Data in Table 3 show the level of unemployment in Nigeria between 2002 and 2007.

As indicated in Table 3, composite unemployment rate was 12.6% in 2002, increased to 14.8% in 2003, decreased to 13.4% in 2004 and decreased further to 11.9% in 2005. Increase in the rate to 14.6% was also recorded in 2007. With 34 approved private universities in Nigeria, there is no doubt that more graduates will be produced into the society. There is thus the possibility of the labour market becoming turgid which will aggravate the unemployment situation. The society should thus prepare for the worst in terms of the envisaged vices such as armed robbery, prostitution, kidnapping, among others as a result of lack of jobs for these graduates.

Religious intolerance in the country

High-level religious intolerance has been a feature of Nigeria. Over the years, followers of the two principal religions (that is, Christianity and Islam) have been at loggerheads over issue of supremacy. In the past, many lives had been lost through riots/demonstrations as well as wars in different parts of the country which were triggered by religious issue. Presently, statistics revealed that there are more private universities that are owned by Christian Missions as against those established by the Islamic faith. Each of the Christian and Muslim denominations wishes to establish university to promote evangelism and provide university education for children of their followers. The street of roads in notable cities in

Nigeria are now littered with signposts of proposed private universities thus making one feels as if it is a business affair and competition among the religious denominations. Even though the idea of establishment of private university is a laudable one, going by the turn of event, it may in the long run aggravate the religious tension in the country.

Educational imbalance across the country

The issue of educational imbalance, particularly between the Northern and Southern parts of Nigeria (which has been in favour of the Southern part), is a matter of concern to government and the concerned citizens. Data in Table 4 show the number of universities in the Southern and Northern parts of Nigeria as at March, 2009.

Data in Table 4 show that as at March, 2009, there were fifteen (15) federal universities in the Southern part of Nigeria, as against eleven (11) in the Northern part and only one in the Federal Capital City. There were also nineteen (19) state universities in the South compared to fifteen (15) in the North. It is also indicated in the table that out of the thirty four approved private universities in Nigeria as at March 2009, twenty six were in the South while only four (4) were in the North and four (4) in the Federal Capital City (NUC, 2009). These data confirm that there is disparity in the location of public and private universities in Nigeria, being skewed towards the Southern part. The implication of this is that the educational imbalance between the Northern and Southern parts of the country would continue to widen as a result of the establishment of more private universities.

High fees being charged the students

The fees being charged the students in private universities in Nigeria are very high (Etuk, 2005). Data in Table 5 show the fees being paid by students in selected private universities as at 2012.

As indicated in Table 5, fees within the range of three hundred and forty thousand and one million, five hundred thousand naira (N340, 000 to N1,500,000) are being paid per academic session in the selected private universities, apart from others that must be borne by parents/guardians in the course of educating their children/wards. In a country whose majorities of its citizens are poor (UNESCO Institute of Statistics, 2007; Obadan, 2010), such fee is high for children of the less privileged parents to afford. The high fee will widen the gap between the rich and the poor in the society.

Quality of staff

It is a fact that private universities are established for profit

Table 3. Unemployment rates in Nigeria: 2002-2007.

Survey period	Percentage		
	Composite	Urban	Rural
2002	12.6	8.7	14.2
2003	14.8	10.9	16.4
2004	13.4	9.5	15.0
2005	11.9	10.1	12.6
2006	13.7	10.2	14.6
2007	14.6	10.9	14.8

Source: National Bureau of Statistics: Labour Force Survey, in Federal Republic of Nigeria (2009). Annual Abstracts of Statistics.

Table 4. Location of federal and state universities in Nigeria.

Ownership of Univ.	Univs. In the Southern part	Univs. In the Northern part	Univs. in the FCT	Total
Federal	15	11	1	27
State	19	15	1	35
Private	34	26	4	4

Source: National Universities Commission (2009). Weekly Bulletin.

Table 5. Tuition fees in selected private universities in Nigeria.

Name of university	FEES (N)
American University of Nigeria	1,500,000
Achievers University, Owo, Ondo State	380,000-420,000
Adeleke University, Ede	350,000
Babcock university, Remo Ogun State	340,000-620,000
Bowen University, Iwo, Osun State	650,000-750,000
Covenant University, Ogun State	432,000
Crawford University	450,000-480,000
Igbinedion University, Okada, Edo State	514,000-648,000
Joseph Ayo Babalola University, Ikeji, Osun State	397,500-436,000
Redeemers University, Lagos State	541,000-571,000

Source: www.toscanyacademy.com/blog/education/f...

profit making. The proprietors of private universities have the ultimate goal of making much profit from their investments and also have the power to hire and fire their employees. Due to lack of job security, the rate of attrition is high in these universities. Many lecturers in the private universities are 'retirees' who apart from being too old to deliver are myopic of fresh ideas and skills. Ajadi (2010) confirmed that the private universities in Nigeria operate with limited number of academic and administrative staff. It is unfortunate that the private universities in Nigeria are dominated by part-time and those on sabbatical leave. Many among the available ones are without the doctoral (PhD) certificate which is now the benchmark for lecturing in any university in the country, as specified by National

Universities Commission (NUC). This situation thus calls into question the quality of training being received by students in the private universities.

Quality of candidates being recruited

Presently, private universities in Nigeria recruit most of their candidates from the leftovers of the candidates that applied for admission through the Joint Admission and Matriculations Board (JAMB). Those candidates who cannot be offered admission by their first and second choice universities are often invited by the private universities to apply to JAMB for change of university.

This implies that merit is somehow relaxed during the admission into the private universities. If this situation persists, it may portend danger for the quality of graduates that would be produced from such universities.

Absence of education in the curriculum

As indicated in the National Policy of Education (Federal Republic of Nigeria, 2004), Faculty of Education and Institutes of Education of Universities; Colleges of Education, National Teachers' Institutes as well as the School of Education of Polytechnics produce professional teachers in Nigeria. Statistics (Federal Ministry of Education, 2007, 2009) however confirms that there is inadequacy of teachers in the educational system despite the available opportunities for teachers' production. In Nigeria, many parents want their children to study any of the lucrative courses such as medicine, law, engineering, accounting, among others rather than education. As at today, most of the approved private universities do not have education in their curriculum. Programmes in most of the private universities are mostly science and technology based with little devoted to the humanities. In view of the enviable role of teachers in the training of manpower in the society, one would have expected a situation where education would be inculcated into the curriculum of the private universities, if only at a lesser scale (that is, few spaces reserved for candidates). With this, they would have been complementing the efforts of the public universities in the production of competent teachers for the educational system. What may be the consequence of this situation is the continued shortage of quality teachers in the educational system which may portend danger for quality education provision, particularly at the primary and secondary education levels.

SUMMARY AND CONCLUSION

In Nigeria, the incursion of private universities into the educational system will no doubt bring blessings into university education and educational development. As indicated in this paper, such blessings include the enhancement of the peaceful atmosphere in the campuses; reduced student unrest, cultism and strikes. It will also ameliorate the growing unsatisfied admission demand for university education. It is unfortunate that issues such as high fees, educational imbalance between the Southern and the Northern parts, incessant strike, student unrest and cultism among others are serving as challenges to private universities in Nigeria. In order to ensure the survival of these universities amid the challenges, government needs to improve the funding of the public universities, control the establishment of private universities, monitor the situation in the private

universities and ensure that standard is achieved. The private universities' administrators also owe it a duty to ensure that standard is maintained and provide quality education for students while also ensuring that the best quality lecturers are recruited. With these, the private universities will stand the test of time and live up to expectations in Nigeria.

RECOMMENDATIONS

The fact that private universities have emerged and come to stay in Nigeria cannot be disputed. What is uncertain is whether such universities will stand the test of time due to the challenges facing them. How such universities will survive amid these intricacies is a food for thought. To ensure the survival of private universities in Nigeria, the following are suggested.

Adequate funding of the public universities

It is a reality that education is inadequately funded in Nigeria. It is worthy of note that United Nations Educational, Scientific and Cultural Organisation (UNESCO) has recommended 26% of the annual GDP of every country in the world to be spent on education, to ensure the provision of qualitative education for the citizens. It is imperative for Government in Nigeria to increase the amount being allocated to education sector in its annual budget. More funds should also be injected into university education so that the universities will procure adequate infrastructural facilities for effective teaching of students.

Control of issuance of license to the private universities

Although, wealthy individuals and religious organizations have the freedom to establish private universities, there is need for strict control in the rate in which such universities are springing up daily in order not to turn it to business affair. National Universities Commission, being the agent in charge of the approval of establishment of private universities should ensure that the minimum standards are met before granting approval for the proprietors. Corruption in the course of approving the universities and issuance of license should be avoided by those involved. Rather than approving the establishment of universities on religious basis, emphasis should be on secular universities which can promote qualitative education for the citizens. The guidelines for the establishment of private universities should be reviewed regularly while the minimum standard should be highlighted.

Creation of more jobs by government

It is not a gainsaying that the establishment of private universities will lead to the production of more graduates which will make the society to be turgid of unemployed graduates. To ameliorate the situation, Government should create additional jobs for graduates of universities and other tertiary institutions. Efforts should also be made to assist the graduates to be self-reliant rather than to rely on white collar jobs. Government should also grant loan to graduates to establish cottage industries and embark on agriculture.

Control of recruitment of candidates into public universities

In Nigeria, it is a norm for private universities to recruit their students from the leftovers of those that applied for admission through the Joint Admissions and Matriculations Board (JAMB) thus calling into question the quality of candidates in the private universities. To avert the consequence(s) of this situation, it is imperative for the private universities' administrators to ensure that highly qualified candidates are recruited into the universities. Candidates should be made to compete with their colleagues for admission through the Universities Matriculations Examination.

Regulation of fees in private universities

There is need for government to regulate the fees being charged by private universities even though such universities are meant to make profits. There should thus be benchmark that should be approved for all private universities in Nigeria. Any private university that charges more than this fee should be sanctioned.

Introduction of education into the curriculum of private universities

As much as production of teachers will increase the stock of qualified teachers in the educational system, there is need for a change in the policy of the private universities in Nigeria which does not support the inclusion of education courses in the curriculum. Proprietors of private universities should inculcate education into the curriculum of the universities for more quality teachers to be produced for the educational system.

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