

## An Assessment of Educational System Funding in Nigeria and Impact on the System: Evidence from Nasarawa State University, Keffi-Nigeria

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### Abstract

One of the major challenges which Nigeria had to contend with in her rapid bid for development using education as a catalyst is inadequate education funding. In this regard, the paper examine “an assessment of educational system funding in Nigeria and impact on the system: evidence from Nasarawa State University, Keffi-Nigeria”. The researchers employed Ex-post facto survey research design. Data collected for the study was extracted from Physical Planning Unit Nasarawa University, Keffi-Nigeria as case study. The hypotheses formulated were tested through Chi-square statistics. The population size of this study encompassed 550 Academic Staff Union of Universities (ASUU) and 604 Non Academic Staff Association of Nigerian Universities (NSANU) totaling 3,385 of Nasarawa State University, Keffi-Nigeria. A scholar in the secondary source of data collected affirms that the failure of the Federal Government of Nigeria to implement 26% of the national budget recommended for education internationally is responsible for under-funding problem experiencing in Nigerian education. It was also discovered that the problem of under-funding shows its ugly faces in term of shortage of teachers, inadequate infrastructural facilities, inadequate instructional materials, poor quality control, and a host of others in Nigerian schools. These challenges of Nigerian education perhaps conglomerated into poor students' academic performance in Nigerian schools and finally reflected negatively in form of poor goods and services in the national economy. Thus, education becomes an expensive social service for the government to bear alone. Government intervention is hereby recommended as a tool in solving the numerous challenges facing the Nigerian education system.

**Keywords:** *Educational system funding, Impact on the system, Challenges of education*

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### **Background to the Study**

The education system is based on the National Policy on Education (NPE) document of 2014. The policy document addresses the issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources and girls' education. Education is organized into 6 years of primary education, 3 years of junior secondary school, 3 years of senior secondary education and 4 years of University/ Polytechnic/College of Education. The Federal Ministry of Education has the responsibility for the coherence of national policy and procedures and for ensuring that the states' policies operate within the parameters of national policy as adapted for local needs. Co-ordination of policy at the political level takes place through the National Council of Education. This is the highest policy making body, chaired by the Federal Minister of Education and includes all the State Commissioners of Education. This body is advised by the Joint Consultative Committee on Education, which consists of all the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education. The Director of the Federal Ministry of Education chairs the Committee.

Responsibility for educational institutions is shared between Federal, State, local government, communities and private organizations. The Ministry of Education has the major responsibility for education but other Ministries also play an important role. The Ministry of Information has the responsibility for publicity and awareness of some of the educational policies and programs offered. The Ministry of Women's affairs and Social Welfare together with the State Commission for Women also play a role in promoting the education of women and girls. The administration of the education system is shared mainly amongst the Federal and State Ministries of Education as well as statutory bodies referred to as Commissions. There are Commissions established for different sub-sectors of the education system and are charged with various responsibilities for the sub-sectors. There is a National Primary Education Commission (NPEC), the National Secondary Education Commission (NSEC), the National Mass Literacy, Adult and Non-Formal Education Commission (NMEC) and the National Universities Commission (NUC). In addition there are other major role players at local government level, district level and in the immediate environment where the school is located.

The system grew rapidly in the late seventies and early eighties. The growth was mainly in size and not in quality. There have been problems in the implementation of policies for the expansion of the education system that have contributed to their failure to assist in the social and economic development of the country. Lack of capacity for planning and management, limited financial resources, inadequate information systems and monitoring systems are some of the problems that led to rapid and unplanned growth. More attention had been paid to the expansion of the system due to political pressures than from a concern about the provision of greater access to quality education. The expansion program has not been matched by a comparable increase in funding, to ensure that the quality of education is maintained. Inadequate funding has had an impact on the organization and management of education at all levels. There is a need for the re-construction of the infrastructure to ensure quality learning and teaching. Concerns about quality and standards have been raised over and over again. Major stakeholders such as the private sector and the public have lost confidence in the system. The

education system is fraught with malpractice in admission practices and administration of examinations, strikes (both staff and students), as well as growing secret cult activities.

Other problems are a result of a complex combination of need for greater access to education on the part of the society and political pressure on politicians to satisfy their constituencies, in return for continued political support. As a result, political decisions were taken in a number of areas including staff and administration appointments, as well as revision of admission policies. For example, merit as an admission criterion has been lowered to 12 percent of the new intakes into the Federal University and 40 percent for the Federal higher education institutions. Emphasis has been put on other criteria, such as set quotas for numbers of students admitted from the States into Federal institutions, quotas for students from the defined feeder zones and some discretion by administrators. Admission malpractice includes bribery, corruption, and nepotism in favor of less qualified candidates. This has led to growing mediocrity as politics began to play more of a role than concerns about high quality academic standards. Examinations that determine access to the next level of education are fraught with cheating which has become embedded in many parts of the system. The introduction of special tribunals for speedy trials and stiff penalties has not stopped a practice that is deeply engraved in the system.

### **Statement of the Problem**

Since the beginning of 21st century, funding of higher education institutions has been on the increase. Despite this, the funds have not been adequate for the institutions because the allocation from owners of these institutions fall short of what is actually required. NSUK (2018) reported that, the sum of #3 million was given by the FG/TEF and IGR and donors agency. This showed that from 2004 to 2008, 3 billion was assisted by state government. These funding constraints have been mainly the result of government insistence that it remains as virtually the sole source of financial support for institutions of higher learning. Financial instruments such as students' loans and scholarships have not yet been effectively employed to help students of limited means to take advantage of higher education. Students are charged low fees especially, and this contributes an insignificant proportion of the total income of the institutions. Student fees account for about 5% of the university income.

The multiplier effects of this low level of funding are: curtailment of laboratory/practical classes; limited number of field trips; curtailment in the attendance of academic conferences; inadequate and obsolete infrastructures and equipments; freezing of new appointments; virtual embargo on study fellowship, or reduction in research grants. One of the turnaround strategies that has been articulated and practiced elsewhere to address the problem of poor funding is cost sharing. Cost sharing is a financial strategy which posits that the costs of higher education should be borne (share) by four parties – governments, (or tax payers), parents, students and philanthropists. However, governments have been so cautious in re-introducing tuition fees in state institutions because of the seemingly harsh reaction it may generate from the students body, their parents and the society at large. So far as the present researchers are aware there is an enormous literature devoted to cost sharing, but no empirical study has been carried out to date in Nigeria to determining the assessment of educational system funding in Nigeria and impact

on the system: evidence from Nasarawa State University, Keffi-Nigeria. This study aims at filling this vacuum.

### **Objectives of the Study**

1. Determine the impact of educational system founding on instructional facilities.
2. Examine the impact of educational system founding on infrastructure facilities.

### **Research Questions**

1. How does educational system found by state government on instructional facilities infrastructure?
2. To what extent do state government fund educational system on infrastructure facilities?

### **Hypotheses**

1. There is no significant difference on state government fund educational system on infrastructure
2. State government does not have any significant difference on funding educational system on physical facilities.

### **Literature Reviewed**

The issue of funding has been a source of crisis in the Nigerian University system. Various organizations, parents, labour unions, etc, have at various times pointed out the attention of government to the poor funding of the system (Arikewuyo, 2010). Sanni (2009) reported that between 2006 and 2010, the average expenditure on education by the Federal Government as a percentage of the annual budget was 5.1 %. When related to the GDP, the Federal Government expenditure on education averaged 1.1%.

In addition, Arikewuyo (2010) observed that since the advent of democracy in 1999, funding of education dropped from 11.12% to 1.81% in 2003. According to data made available by The African Debt Report for 2000, Nigeria spent 0.76% of its GDP on education. Ukeje (2002) reaffirms that quality education requires quality resources and consequently adequate funding.

To vindicate the positions of Ukeje (2002), over the situation of under-funding in the Nigerian University system, the education sector got 9.88% of the budget in the year 2000, 7.68% in 2001, 12.64% in 2002, 8.32% in 2003, 8.21% in 2004, 5.97% in 2005, 8.77% in 2006, 8, 09% in 2007, 6.49% in 2008, 6.98% in 2009, 6.42% in 2010, 8.43% in 2012 and 8.72% in 2013 (Halidu, 2015). In a similar line of reasoning, Sambo (2005) observed that Nigeria needs a total of #811, 459 per student for quality education (at university level). Sanni (2009) posited that if this recommendation is followed, enrolments need to be reduced by almost 80% with the current level of funding. The Federal Government allocation to education has declined steadily since 1999 and is much lower than the average in the last five years of military rule (Olanrewaju, 2008).

Ogbogu (2011) reported that in Nigeria funding shortfalls have been the norm for many years as enrolments have increased more quickly than the government's capacity to maintain its proportional financial support. Because government funding is insufficient to maintain institutional performance in teaching and research, Nigerian universities, just like other universities elsewhere in the world have sought to supplement their public funding with locally generated incomes. Ogbogu (2011) reiterated that Government is the major source of funds for federal universities in Nigeria. It provides 90 percent of the total income disbursed through the Nigerian Universities Commission (a buffer organization that assists the government in coordinating the affairs of the universities); the remaining 10% is locally generated by each university. The beneath tables show the funding trends of Nigerian Federal Universities by Famurewa (2014) observed that the implication of this funding analysis reflects the observation of the World Bank (2010) study that there is problem of financing qualitative University education in Africa. Apart from the low value of fund between the years 2004 and statutory allocation only 2013, the upsurge in degree students' enrolment, that is, over 100 percent as corroborated by Okojie (2010) is yet another dimension to compound the problem. Allied to the aforementioned, Okojie (2010) posited that most federally controlled universities' administrators complain of inadequate funding and they are not allowed to charge undergraduate tuition fees. The funding inadequacies could have culminated to the following problems as Obonya (2002) alluded as thus: deterioration of physical facilities; internal and external brain drain among the intellectual class; and over-stretching of teaching, research and managerial capacities in Nigerian University system.

Ugwuanyi (2014) undertakes an eleven-year period study of the activities of Education Tax Fund (ETF) upon Nigerian tertiary institutions with the target of revealing how Education Tax Fund has helped in enhancing the educational development of Nigerian Tertiary Institutions. Various analytical tools were employed in appraising data generated from the publications of the operations department of the Education Tax Fund and some other Federal Government publications. The research found out that ETF has made significant positive impact towards improving the educational sector in Nigeria by construction of various intervention projects and improving the teaching and learning conditions of both students and lecturers., and that each tertiary institution has its own criteria (subject to TETFund directives) for determining which lecturer becomes a beneficiary. Conclusively, the researcher is of the opinion that the ETF has the potential of alleviating the chronic under-funding of the educational sector and that in future, if properly utilized the fund will continue in no small measure towards revitalizing the educational system in Nigeria. Afolayan (2015) examine the trend in funding of higher education in Nigeria and the attendant effect between 2009 and 2013. The paper observed some gaps in the funding and in the expenditure of available funds. The study analyzed the response to the report of the needs assessment of Nigerian Universities conducted in 2012, the Federal Government earmarked #1.3trillion for special intervention in the Nigerian public Universities over the next Six (6) years, of which #200billion out of the amount has been released. The study was concluded by making appropriate recommendations in addressing the identified challenges. From all the research conducted on tertiary education fund, there still exist poor educational facilities in Nigeria. The rate at which Nigerian Universities are fast decaying is rapidly alarming. All the resources needed for education

production process are in short supply such like; hostels, library space, lecture halls, laboratories, students' books and journals and office spaces are all seriously in a mess.

University education is a capital intensive project requiring investments of at least 15% of the GDP or 40 % of the total education budget (World Bank, 2010). The history of university education funding in Nigeria dated back to 1948, when the University College Ibadan (UCI) was established based on the Elliot commission recommendations (Famurewa, 2014). Allied to the above, Ukeje (2002) corroborated that UCI was funded from two sources: the Nigerian government provided 70 % of the funds both capital and recurrent while the United Kingdom provided 30 %. Famurewa (2014) reiterated that following the Ashby commission's report set up in 1959 to conduct an investigation into the country's needs for the establishment of more universities over the next 20 years (1960 to 1980), five more universities were established.

In 1975, the Federal Government took over the four regional universities (Benin, Ife, Zaria and Nsukka) and went ahead to establish seven more universities at Sokoto, Kano, Maiduguri, Jos, Ilorin, Port Harcourt and Calabar (Olayiwola, 2012). In the light of the foregoing, Ukeje (2002) posited that the year 1975 marked the beginning of the problem of university funding in Nigeria due to take over of regional universities and the establishment of new ones as mentioned above.

Nasarawa State University Keffi (NSUK) has no doubt tried in terms of providing standard facilities and resources for its staff and students. The University as stated early has developed three campuses which house various faculties and administrative buildings. NSUK also provides a health care support center, an information technology center, a library for study and extensive research, a security unit, works, and maintenance unit. Amidst all that's mentioned, the University also provides halls of residence, staff quarters, science laboratories and a host of other facilities with the instructional facilities of laboratory equipment, chairs, electricity, water, road, text books, and computers. All these were supported by NUC, Donors, ETF, etc. Okebukola (2002) as cited in Halidu (2015) observed that the decline in funding in the Nigerian Public Universities has led to poor condition of service, acute shortage of research and learning facilities for both staff and students, and depletion in academic staff strength through brain drain. This has led to a fundamental decay in the university system in Nigeria, on the social, infrastructural and intellectual levels.

### **Methodology**

Ex-post facto survey research design was adopted in this study because the study involves collection of data to access the funding of Nigeria educational system. Data collected for the study were extracted from Physical Planning Unit Nasarawa University, Keffi as case study. The hypotheses formulated were tested through Chi-square statistics using Statistical Package for Social Sciences (SPSS) version 21 software package. The population size of this study encompasses 550 Academic Staff Union of Universities (ASUU) and 604 Non Academic Staff Association of Nigerian Universities (NSANU) totaling 3,385 of Nasarawa State University, Keffi-Nigeria (Source: Human Resource Division, 2018).

The data collected from the field were analyzed using descriptive statistics of mean and standard deviation to answer research questions while inferential statistics of Chi-Square ( $\chi^2$ ) a non-parametric tool. Simple random sampling technique was adapted to sampled 100 respondents. The instruments for the collection of primary data were questionnaire (Proforma) and Focus Group Discussions. The choice of Nasarawa State University, Keffi is predicated upon a connotation. By and large, the reason for the selection of statutory allocation for this paper despite other sources of funding is premised upon a research finding by Ogbogu (2011) which revealed that Federal Government has been the giant benefactor of the Nigerian state Universities with a contribution of over 90%, other source contribute less than 10%. Thus, using other sources other than the above will not give this paper a fair judgment.

### Analysis of Research Questions

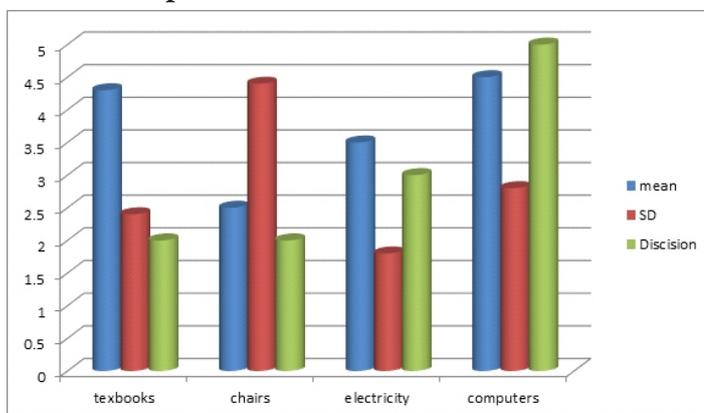
**Table 1: Research Question 1: Instructional Facilities**

S/N	Instructional Facilities	4	3	2	1	Mean	SD	Decision
1	Laboratories Equipment	18	32	24	26	3.21	0.93	Agreed
2	Text books	31	20	13	36	3.35	0.83	Agreed
3	Chairs	37	22	18	23	3.35	0.77	Agreed
4	Electricity	15	16	28	41	3.34	0.50	Agreed
5	Computers	19	41	12	28	3.61	1.00	Agreed
6	Journals	31	21	18	25	3.22	1.61	Agreed
	Cluster Mean/Standard Deviation					<b>3.22</b>	<b>0.81</b>	Agreed

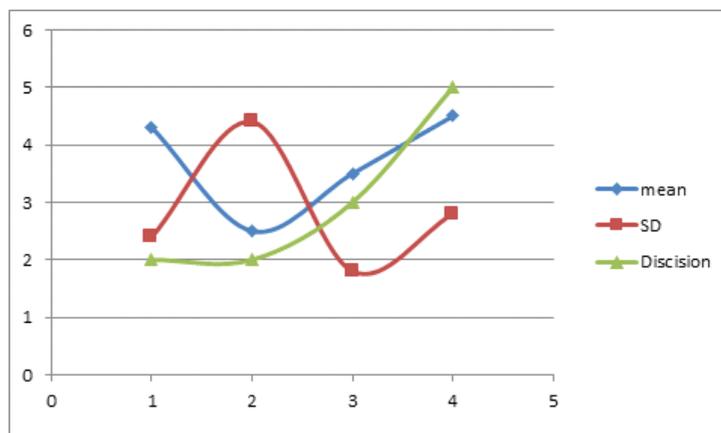
Table 1 showed that respondents' ratings of items 1-5 were 3.21, 3.35, 3.34, 3.61, and 3.22 respectively with responding standard deviation of 0.93, 0.83, 0.77, 0.50, 1.00 and 1.61. All the mean ratings are above the cut-off of 2.50. This means that the respondents agreed that government used to provide instructional facilities to school. They also agreed that effective of instructional facilities in school enhance students' academic performance. They further agreed that instructional facilities are put into judicious use in schools it will always bring about high productivity between teachers and students.

The cluster mean of 3.22 with the standard deviation of 0.81 was also found to be above the cut-off point of 2.50. This means that there are instructional facilities in Nasarawa University, Keffi and being used effectively.

**Figure :Bar chard represent Instructional Facilities**



**Figure1b: Graph Representing Instructional Facilities**



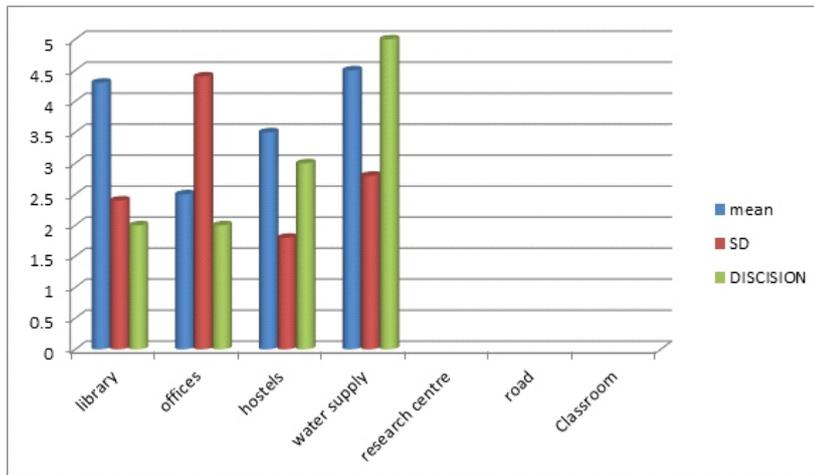
**Table 2: Research Question 2 on Infrastructure Facilities**

S/N	Infrastructure Facilities	4	3	2	1	Mean	SD	Decision
7	Class Rooms	11	14	36	39	3.44	0.86	Agreed
8	Laboratories	10	15	35	40	3.28	0.66	Agreed
9	Library	12	19	31	38	3.48	0.88	Agreed
10	Offices	18	29	38	15	3.15	0.45	Agreed
11	Hostels	16	32	24	28	3.23	0.25	Agreed
12	Water Supply	34	20	15	31	3.52	1.73	Agreed
13	Research Centre	28	11	29	32	3.21	1.82	Agreed
14	Road	16	34	15	35	3.19	0.24	Agreed
<b>Cluster Mean/Standard Deviation</b>						<b>3.22</b>	<b>0.81</b>	<b>Agreed</b>

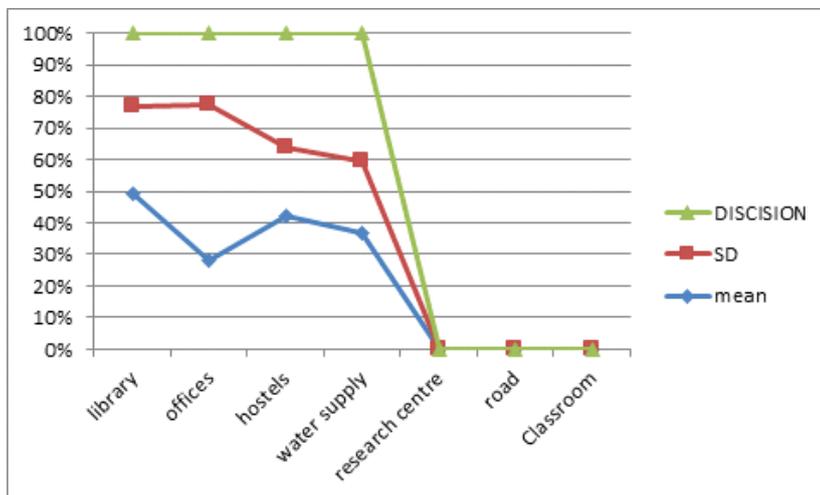
Table 2 showed that respondents' ratings of items 7-14 were 3.44, 3.28, 3.48, 3.15, 3.23 and 3.19 respectively with responding standard deviation of 0.86, 0.66, 0.88, 0.45, and 0.24. All the mean ratings are above the cut-off mean of 2.50. This means that the respondents agreed that government fund the school through provision of infrastructure facilities to enhance students'

performance. Since the cluster mean of 3.32 with the standard deviation of 0.84 was also found to be above the cut-off point of 2.50, this means that government instructional facilities to the school.

**Figure 2a: Bar chart representing Infrastructure Facilities**



**Figure 2b: Graph Representing Infrastructure Facilities**



**Hypothesis 1:** There is no significant difference between government fund educational system in Nigeria and provision of instructional facilities.

**Table 3: Chi-square test of government fund educational system in Nigeria and provision of infrastructure**

Opinion	Observed Frequency	Expected Frequency	df	Level of significant	Xcal	X <sup>2</sup> tab	p-value	Decision
4	18	25.0	98	0.05	160.200	6.831	.000	Significant
3	32	25.0						
2	24	25.0						
1	26	25.0						
	100							

Table 3 shows that  $x^2_{cal}$  is  $160.200 > 6.831$ ;  $p < .05$  with 98 degree of freedom. Thus, the null hypothesis which states that there is no significant difference between governments' funds educational system in Nigeria and provision of instructional facilities was rejected. This means that there was significant difference between funding of educational system by government and provision of infrastructure. The implications' of this finding is that government underfunding Nigeria University.

**Hypothesis 2.** There is no significant difference between government fund educational systems in Nigeria through provision of infrastructure facilities.

**Table 4: Chi-square test of 2. There is no significant different between government fund educational system in Nigeria through provision of infrastructure facilities.**

Opinion	Observed frequency	Expected Frequency	df	Level of significant	Xcal	X <sup>2</sup> tab	p-value	Decision
4	11	25.0	98	0.05	156.11	6.831	.000	Significant
3	14	25.0						
2	36	25.0						
1	39	25.0						
	100							

Table 4 shows that  $x^2_{cal}$  is  $156.11 > 6.831$ ;  $p < .05$  with 98 degree of freedom. Thus, the null hypothesis which states that, there is no significant difference between government fund educational system in Nigeria through provision of infrastructure facilities was rejected. The finding shows that, there is significant difference between funding of educational system and provision of physical faculties. This means that government under-funding Nigeria educational system through provision of instructional facilities.

### Discussion of Findings

Findings from this paper reveal that 56.57% of the respondents aligned that the statutory allocation by the National Universities Commission to Nasarawa state University is grossly inadequate. This means that the allocation to the Federal Universities in Nigeria is deficient of what is expected of a modern university system. To vindicate this position the paper reveals that the Nigerian educational sector got 9.88% of the budget in the year 2000, 7.68% in 2001,

12.64% in 2002, 8.32% in 2003, 8.21% in 2004, 5.97% in 2005, 8.77% in 2006, 8.09% in 2007, 6.49% in 2008, 6.98% in 2009, 6.42% in 2010, 8.43% in 2012 and 8.72% in 2013. To further corroborate the above findings, Adeniyi (2008) investigated on repositioning Nigerian universities for national sustainable development and found that there is a general reduction in efficiency and productivity of universities due to dearth of funds.

The paper establishes that Nasarawa State University engages in commercial ventures, consultancy, collection of school fees from students and endowment from alumni as major sources of Internally Generated Revenue.

A finding from this paper reveals that 53.17% of the respondents agreed that the educational infrastructural facilities in Nasarawa state Universities are inadequate. In a similar line of reasoning, 85.14% of the respondents maintained that the facilities in Nasarawa state University are outdated. This means that state of the art facilities are lacking in Federal Universities in Nigeria. These findings are in line with Yusuf (2010) who empirically investigated on „Resourceful Financing Management as a Panacea for University Sustainability in a Depressed Economy“ and revealed that facility carrying capacity of the universities dropped from 78 % in 1979 to 39 % in 1999. He further found that the proportion of quality staff dropped from 91 % in 1979 to 63% in 1999 and the factors that previously enhanced performance of the universities were negated due to dwindling finances and funding inadequacies. The afore results are also in line with Bamiro and Adedeji (2010), who empirically investigated on the „Sustainable Financing of Tertiary Education in Nigeria“ and found that the quality of teaching and research has fallen considerably because of lack of adequate teaching and research materials, coupled with overcrowded uncondusive teaching and learning environment. The paper further unraveled that Nigerian Government spends 0.1% on research, while federal universities spend only 1.3% of their budget on research.

This paper equally revealed that the ratio of student/lecturer in Nasarawa State University is 25 students to a lecturer. However, this result is predicated upon undergraduate and postgraduate students“ only. This paper is also in agreement with Ogbogu (2011), who studied on The Modes of Funding Nigerian Universities and the Implication on Performance“ and found that Nigeria funding shortfalls have been the norm for many years as enrolments have increased more quickly than the government's capacity to maintain its proportional financial support.

The paper corroborated that the problem of under-funding of Nigerian universities is a consequence of the expansion of the system in response to the growing demand for university education and the intensifying needs of modern economy driven by knowledge without an increase in the corresponding rates of available resources.

## **Conclusion**

The paper has underscored the assessment of funding of Universities in Nigeria and finds that the Universities are underfunded and the ills of underfunding in the Nigerian Universities have had adverse effects on academic performance. The effects of these inadequacies have resulted to dearth's of physical facilities, brain drain among seasoned academics, paucity of well

equipped libraries and laboratories and deficiency of manpower training and development in the academia among others. Thus, exodus of academic staff and brain drain will be curtailed to the barest minimal if the university system is adequately funded resulting to intrinsic motivation among academics.

### **Recommendations**

The paper recommends the need for a policy shift from this ugly state of underfunding to a high status funding of a modern university system. Hence, government should allocate not less than 26%% of the total budgetary allocation to the educational sector, for the Nigerian University system to thrive.

Nasarawa State should diversify its Internally Generated Revenue to include all classes of commercial farming due to the availability of vast and fertile land, since the present IGR could not compliment the federal government funding sufficiently. Educational facilities such as Internet services, research facilities, e-library, modern lecture rooms and theatres, hostel accommodation, laboratory equipment and teaching aids should be installed and upgraded in NSUK to the test of time in order to facilitate and bring to reality the primary mandates of the universities.

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