

1 Governance and Leadership Roles as the Strategies for Effective 2 Higher Education in Nigeria: An Examination

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6

7 **Abstract**

8 The paper set out to examine how Nigerian government initiated higher education policy
9 reforms that intended to bring its university system more in line with international best
10 practice and also to analyse how the reforms promote increased institutional autonomy,
11 greater system differentiation, strengthened governance and mechanisms for quality assurance.
12 The paper adopts an approach that is based on a qualitative analysis of concepts of leadership
13 and higher education. The gap in knowledge is how Nigerian government seeks to create a
14 viable environment with more flexible and responsive system of university teaching, learning
15 and research that will contribute increasingly to national innovation development and
16 economic growth. The finding revealed that the crucial function of higher education in the
17 knowledge economy has been the object of various empirical demonstrations that succeeded in
18 showing a strong correlation between higher education and GDP growth, through human
19 capital development and technology diffusion. Therefore the paper finds out that a large
20 number of factors that can influence and limit the higher education benefits and some
21 important issues need to be addressed. In Nigeria a variety of international donors support
22 higher education, emphasizing or neglecting some aspects depending on their nature, their
23 sensitiveness, their ultimate scope. This paper gives particular attention to issues of
24 governance/ management, Leadership, finance and accountability.

25

26 **Index terms**— governance, leadership, management, accountability, higher education.

27 **1 Introduction**

28 aint, Hartnett & Strassner (2013) observes the higher education from a global perspective, economic and social
29 developments are increasingly driven by the advancement and application of knowledge. Education in general
30 and higher education in particular, are fundamental to the construction of a knowledge economy and society in all
31 nations ??World Bank, 1999). Yet the potential of higher education systems in developing countries to fulfill this
32 responsibility is frequently thwarted by long-standing problems of finance, efficiency, equity, quality assurance
33 and governance. Now, these old challenges have been augmented by new challenges linked to the growing role of
34 knowledge in economic development, rapid changes in telecommunications technology, and the globalization of
35 trade and labour market (Salim, 2001).

36 The role of higher education as a major driver of economic development is well established, and this role will
37 increase as further changes in technology, globalisation, and demographics impact Nigeria. To remain competitive
38 in light of these changes, Nigeria will need to improve productivity and adopt an innovative spirit. Higher
39 education has the capacity, knowledge and research necessary to help achieve these goals (Sampson, 2004). Since
40 the World Bank sponsored study of ??loom & et. el, (2005) "Higher Education and Economic Development
41 in Africa", the crucial function of higher education in the knowledge economy has been the object of various
42 empirical demonstrations that succeeded in showing a strong correlation between higher education and GDP

1 INTRODUCTION

43 growth through human capital development and technology diffusion. The case of Nigeria, where the extremely
44 low rate of tertiary education enrolment and the critical conditions of university coexist with high growth rates,
45 demonstrate that human development is also a matter of appropriate policies ??Montanini, 2013).

46 Montanini (2013) opines that if there's a common consent on the positive role by tertiary education for
47 socio-economic development, it remains still difficult to determine how educational institutions, governments and
48 private sector stakeholders must act together in order to create a development virtuous circle. A large number
49 of factors can influence and limit the higher education benefits and some important issues need to be addressed.
50 What kind of interaction is adopted between universities, institutions and society as a whole in order to achieve
51 sustainable development? To what extent can academic institutions influence development strategies at the
52 national and international level?

53 What mechanisms can favour youth entrepreneurship and innovation, linking public and private sector? How
54 far must higher education move from massification to excellence without worsening social inequalities?

55 Following years of questionable higher education policies under military administrations, 21 st century
56 witnessed by Nigeria's democratically elected government of Olusegun Obasanjo suggests policy movement in
57 the right dimension. This paper reports on the present condition of higher education in Nigeria and assesses
58 the new policy initiatives against the backdrop. In Nigeria, a variety of international donors support higher
59 education emphasizing or neglecting some aspects depending on their nature, their sensitiveness and their
60 ultimate scope. They seek to create a more flexible and responsive system of university teaching and research
61 that, over time, will contribute increasingly to national innovation capacities, productivity gain and economic
62 growth. It concludes with a summary assessment and suggestions the further improve system performance
63 II. Conceptual and Literature Review Kezar and Eckel (2004) agrees that the concept of governance refers to
64 means by which higher educational institutions are formally organised and managed, though often there is a
65 distinction between definitions of management and governance. Simply, university governance is the way in
66 which universities are operated. Governing structures for higher education are highly differentiated throughout
67 the world. Internationally tertiary educations are governed by differentiated structures of management. The
68 concept of governance for university education refers to the internal structure, organisation and management of
69 autonomous institutions. The organisation of internal governance is generally composed of governing board, the
70 university chief executive with a team of administrative chancellors and staff, faculty senate, academic deans,
71 departmental heads and, usually, some form of organisation for student representation.

72 Edem (2012) opines that governance is a multilevel concept, including several different bodies and processes
73 with different decision-making functions. Generally, institutions are recognised as autonomous actors with
74 varying degrees of interdependence and commitments to the external stakeholders, state and federal government.
75 ??aint et.al (2013) stresses further that in Nigeria, capacities for managing the university system and individual
76 institutions have struggled to keep pace with the increasingly large and complex federal university system.
77 Professional management techniques and training generally have not been applied. Management information
78 systems vary widely in their use and their development is limited. Strategic planning is in its infancy. Institutional
79 communications with internal and external audience are weakly developed. Moreover, management innovation
80 does not seem to be a conscious pursuit. They explained further that responsive university systems around the
81 world have been moving towards more business-like forms of management and governance (Clark, 2001). In
82 the process, accountability, quality assurance and performance monitoring have become more important, and
83 management innovation has become a permanent quest. Sanda (2012) opines that the main aim of the university
84 management is the coordination of the activities of staff and students without interfering with academic decisions.
85 University governance is the management of academics, human (management of men and women) and material
86 resources in the production of persons that are found worthy both in character and learning. She explains further
87 that management of university education can be looked at from two dimensions: the external and the internal
88 dimensions. The external dimension is the control by the federal government through the National University
89 Commission (NUC), a body charged with the coordination of university management of each university. It
90 represented as a simple organogram. The first is the visitor who is usually the President/Head of State that
91 establishes it. He usually comes to grace the convocation ceremonies where he uses the occasion to address the
92 academic communities on matters of the moment.

93 Berdahl (2010) sees the concept of accountability as government involvement in assessing quality in the Nigerian
94 higher education which is ever increasing. Higher education in Nigeria today receives tremendous government
95 funding from the local, state and federal levels. This has led to an increased pressure on governments to account
96 for how tax payers' money is being spent. The very reasonable public questions are: what are we receiving for our
97 money? Is higher education delivering on its promises? Students learning accountability emanates from the view
98 that public institutions and those working in them should be sensitive to social and community prescriptions.

99 Ekundayo & Ajayi (2009) refers to accountability as the duty to render account of work performed to a body
100 that has authority to modify the performance by the use of sanction or reward. Accountability means different
101 things to different people and it has been defined in many ways. Government needs access to relevant information
102 on the operation of the education system to determine whether the state is getting good value for its investment.
103 The investment is normally high, the society specifies certain expectation that the educational sub-system will
104 provide to meet certain educational needs of the society. Sanda (2012) observes that the higher education
105 providers in Nigeria and elsewhere in the world have come under increased scrutiny by various stakeholders,

106 such as government agencies, accrediting agencies, alumni, politicians, general public and the media. In modern
107 global economy, a premium is placed on higher education. A nation is less competitive if its population is not
108 well educated. It means that a nation's higher education system has become an integral element of its larger
109 economic plan and a crucial determinant of future economic growth.

110 Therefore, government has responsibility to ensure that the higher education sector is functioning well. Maja
111 (2010) defines education as a production and reproduction of knowledge of people's way of life that is their culture
112 with the aim of preparing and maintaining the social structure that will be able to guarantee social order and
113 changes in the society. Education is one of the basic means of human and cultural self-realisation as well as a means
114 of realising the productive power of a nation. National Policy on Education (FGN, 2004) defines higher education
115 as the post-secondary section of the national education system, which is given of Universities, Polytechnics and
116 Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training
117 Colleges, Corresponding Colleges and such institutions as may be allied to them. Adelani (2013) sees leadership
118 as the ability to influence or mobilise other people in order to attain the goal of the organization. It has to do
119 with coordination of people's efforts in an organization, efficient and effective allocation of the organisational
120 resources in order to achieve the desired goal.

121 **2 III.**

122 **3 Theoretical Review**

123 In the era of economic crisis, the dominant role of the state in the economy and national development in Nigeria
124 and the world over is seriously being challenged. The state has assumed a preponderant role in the provision of
125 social and welfare amenities to the people. There are many theories that can be used to explain why public and
126 private sectors, groups and individuals should be involved in the provision or in the delivery of public goods in
127 an efficient and effective manner. Among others, are the public choice theory, system theory, psychological and
128 moral development theory.

129 Adelani (2013: 90) opines that the public choice theory assumes that one way of measuring the success or
130 failure of government in modern societies is to assess how far government goes in developing or failing to develop
131 the conditions for satisfying the basic needs of the people they govern. Such needs include basic socio-economic
132 infrastructure, public services and creation of an orderly and productive way of life. He explains further that
133 the effectiveness of such government is measured by their ability to mobilise or generate adequate resources to
134 meet the needs, as well as to facilitate opportunities on the path of socioeconomic development. Furthermore,
135 public choice scholars suggest that effective governance and meaningful socio-economic transformation can best be
136 achieved in human societies through the system of democratic administration as opposed to those of bureaucratic
137 administration (Buchanan, 1988).

138 Afegbua (2011) agrees that the systems approach is the part of the theory of organisation that aims at
139 addressing the question of "the best way to organise". This relates to the issues of structuring, functioning and
140 the performance of organisations as well as the behaviour of individuals and groups that participate in production.
141 The important features that may define a "system" include interrelatedness or interconnections, interdependence
142 or reciprocity, a network of roles and, interactive relationships. An implication of the above is that the efficiency
143 and effectiveness of a system and the degree of its sustenance as well as its survival depend largely on the level
144 of compatibility of the parts with themselves in their relationship to the whole.

145 Adelani (2013) sees application of the system theory to higher education as an open system. The university
146 does not operate in isolation. It exists and operates within an environment such as socio-cultural, economy,
147 politics, technology etc. The university as a sub-system of a supral system operates within the national and
148 international environments. It relates with these environments by receiving inputs from those environments and
149 releases outputs into the external environment. The performance and the quality of this university system is
150 a function of the quality input received from the environment, its ability to process or convert those inputs to
151 output (management capacity) and the conduciveness of the environments and the quality of its outcome would
152 be measured by feedback from environment.

153 Adelani(2013) sees contingency theory as evaluating the performance of any organisation having understood its
154 objectives. The performance of the university is contingent upon the availability of these institutional factors such
155 as clearly expressed objectives, technology, adequate funding, qualifies teachers etc. According to Sanda (2012)
156 most of the problems of Nigerian universities relate to resources such as facility and conducive environment.
157 The approach is anchored on the basis that the environment where the organisation is located is of primary
158 importance. It could be inferred that if the institutional variables needed for the survival of the university are
159 available, the university will perform efficiently and effectively, but if not, it will not perform optimally.

160 **4 IV.**

161 **5 Research Methods**

162 This paper adopts an approach that is based on a qualitative analysis of the concepts of leadership, accountability,
163 governance, higher education and management in relation to strategies for effective higher institution within the
164 context of governance and leadership roles. The paper also reviewed related literature, including textbooks,

165 academic journals, magazines, newspapers and internet source of data. The paper utilized purposive sampling
166 method, in-depth investigation and face to face interview method with sixty

167 6 a) Governance and Management in Nigerian Higher

168 Education Ede (2012) opines that a university is established to encourage the advancement of learning and
169 to provide learning instruction and other facilities for the pursuit of learning in all its branches. Universities
170 are governed by differentiated structures of management which is authorised or required by the university
171 Act or statute. A university is an autonomous public institution with general function of providing liberal
172 higher education and encouraging the advancement of learning throughout Nigeria. University governance is the
173 management of men and women with most highly developed and developing minds and intellects.

174 Ekundayo & Ajayi (2009) agrees that the main aim of the university management is the coordination of
175 the activities of staff and students without interfering with academic decisions. University governance is the
176 management of academics, human (management of men and women) and material resources in the production
177 of persons that are found worthy both in character and learning. They explained further that management of
178 university education can be looked at from two dimensions that is the external and the internal dimensions. The
179 external dimension is the control by the federal government through National University Commission (NUC), a
180 body charged with the coordination of university management in the country. On the other hand, the internal
181 management of each university is represented by a simple organogram.

182 Saint, Hartnett, & Strassner, (2013) agrees that in Nigeria, capacities for managing the university system and
183 individual institutions have struggled to keep pace with the large and complex federal, state and private university
184 systems. Professional management techniques and training generally have not been applied. Management
185 information systems vary widely in their use and their development is limited. Strategic planning is in its
186 infancy. Institutional communications with internal and external audiences are weakly developed. Moreover,
187 management innovation does not seem to be a conscious pursuit.

188 They explained further that in recognizing these shortcomings, the National Universities Commission (NUC)
189 took steps in 2001 to promote more professional institutional management by encouraging institutional strategic
190 planning and organizing annual two-weeks training workshops for senior administrators and establishing a
191 uniform accounting code for the university system. As yet, more efficient and responsive management has
192 been slow to materialise. A possible explanation for this lack of progress is suggested by Clark (2001). He argues
193 that an institution's incapacity to respond is the limit on government funding capability combined with rigid
194 internal organizational structures. These conditions seem to prevail in Nigeria. Funding dependence has been
195 demonstrated above and organisational rigidities are also apparent.

196 Amuda-Kannike (2015) reporting from Uzoka (2007) sees government financial policy on education as being
197 subjected to constant review with the intention of allocating more resources to higher education. Even though
198 there appears to be absolute increase in fund allocated to the education sector over the years, yet there is financial
199 crisis in education. According to ??gbogu (2011), Nigeria as a developing nation is currently witnessing increased
200 enrolment of students in its various higher institutions. The increase in enrolment demands corresponding increase
201 in funding which is not the case with Nigeria. Fund allocation does not increase to meet the demand of funds
202 occasioned by the enrolment increase. She explains further that finance is a major driver in achieving the various
203 policies of higher education as well as in ensuring their smooth administration. In Nigeria the policy document
204 on financing of higher education specifies that since education is expensive social services, it requires adequate
205 financial provision from government for successful implementation of the programmes.

206 Consequently, Ogbogu (2013) posits that gross under funding undermines the autonomy of the institutions in
207 Nigeria and that financial crisis has also generated an obvious deterioration in quality of education. Okebukola
208 (1998) indicated that because of the cuts in education budget, the quality of education provided is seriously
209 affected by the deterioration and scarcity of facilities and equipment such as laboratories, libraries and general
210 teaching materials. The result, according to Ekundayo (2009), was a summon table pressure on the available
211 resources, thereby resulting in downward pressure on staff salaries together with deteriorating working conditions.
212 Sanda (2012) opines that the use of committees which were entrenched in the Law/Acts establishing Nigerian
213 universities as indicated in the University of Ibadan Acts of 1962 that: "Anybody or persons established by the
214 Acts shall without prejudice of the generality have power to appoint committees consisting of members of that
215 body and subject to the provisions of sub-section (7) of the section four of this Acts to authorise committee
216 established by it to exercise, on its behalf, such of its function as it may determine".

217 He explained further that in the management of higher institutions, committees play very important roles in
218 the decision-making process. As a democratic establishment, university decisions on governance must reflect the
219 opinion of a cross section of the staff if such

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221 Volume XIX Issue XI Version I Year 2019 () decisions are to be accepted. Many institutions in the country
222 established many committees to assist in arriving at useful and meaningful decisions that can facilitate a
223 proper management and growth of the university education. Universities have been described as international
224 committees engaged in the daily business of the search for knowledge and truth. The management of such

225 complex organization requires participation through the committee system because of the bureaucratic, collegial
226 and political models that are applicable in them. Nwachukwu (2008) describes a committee as a device for
227 achieving coordination of activities and sharing information among various departments and divisions of an
228 organization. He further states that committee decisions help to promote better coordination in an organization.
229 The primary motive of instituting the committee system in institutional governance has grown out of the motive
230 of concern for democratizing decision-making in those institutions and recognition of the need for more broad
231 based decision making as universities become more complex.

232 Wikipedia, the free encyclopedia (2013) sees governance in higher education as the means by which institutions
233 for higher education (tertiary or postsecondary education) are formally organised (though often there is a
234 distinction between definitions of management and governance). Simply, university governance is the way in
235 which universities are operated. Governing structures for higher education are highly differentiated throughout
236 the world, but the different models nonetheless share a common heritage. Internationally, tertiary education
237 includes private for profit, and public institutions governed by differentiated structures of management.

238 It explains further that governance and management of post-secondary institutions becomes even diverse with
239 the differences in defining the relationships between higher and tertiary education (university education), post-
240 secondary education, technical and vocational education, and community college models of education. The issues
241 are complicated by current debates over collegial and shared forms of governance contrasted to corporate and
242 business forms of institutional governance.

243 **8 b) Accountability and Quality Assurance in Nigerian**

244 Higher Education Fourie (2004) agrees that accountability refers to the duty to render account of work performed
245 to a body that has authority to modify the performance by the use of sanction or reward. The higher
246 education providers in Nigeria and perhaps elsewhere in the world have come under increased scrutiny by various
247 stakeholders, such as government agencies, accrediting agencies, alumni, politicians, general public and the media.
248 In a modern global economy, a premium is placed on higher education a nation is less competitive if its population
249 is not well educated. It means that a nation's higher education system has become an integral element of its larger
250 economic plan and a crucial determinant of future economic growth, therefore, government has a responsibility
251 to ensure that the higher education sector is functioning well. He explains further that the question of autonomy,
252 freedom and accountability need three areas for consideration, namely; the individual within an institution or
253 organisation; the institution or organization within a system, and the system within the society.

254 Autonomy and accountability can be balanced to maintain a vibrant intellectual environment through several
255 approaches. An important step to be taken first is building public trust among the key stakeholders; that is,
256 faculty, institutional administration, governing and coordinating boards, elected policy makers, state budget
257 officials, the media, and ultimately the public. This can happen when there is leadership vision and trust among,
258 and between the various important players in the state and its higher education.

259 Ede (2012) agrees that autonomy and accountability requires understanding, foresight, clarity and communication.
260 It also requires that stakeholders have a clear understanding of the dynamics of the past, develop the
261 skills necessary to successfully navigate through the problems and issues of the present, and acquire a vision and
262 understanding of the future through collaboration, communication and the identification of a common vision.

263 He explains further that higher education institutions should endeavour to operate open governance in order to
264 be accountable. They should be accountable for the following reasons: ? Effective communication to the public
265 concerning the nature of their educational mission. ? Commitment to quality and excellence in their teaching,
266 scholarship and research function, and an obligation to protect and ensure the integrity of their academic mission.
267 ? Effective support of academic freedom and fundamental human right. ? Ensuring that they address themselves
268 to the contemporary problem facing society; to this end, their curricula, as well as their activities, should respond,
269 where appropriate, to the current and future needs of the local community and society at large, and they should
270 play an important role in enhancing the labour market opportunities of their graduates. Systems of institutional
271 accountability should be based on scientific methodology and be cleared, realistic, cost-effective and simple. In
272 their operation, they should be fair, just and equitable, both the methodology and the results should be open.
273 Higher

274 **9 Global Journal of Management and Business Research**

275 Volume XIX Issue XI Version I Year 2019 () A education institutions, individually or collectively, should design
276 and implement appropriate system of accountability, including quality assurance mechanism to achieve the stated
277 goals, without harming institutional autonomy or academic freedom. Sanda (2012), posits that higher education
278 administrators and governing council members need to promote a "culture of transparency", meaning providing
279 partnership and stakeholders with sufficient information to make decisions. This information includes the source
280 of financial resources and how they are being consumed, student achievement reporting procedures and data
281 sources, and policies that document programme decision. The governing council needs to make decisions and be
282 forthright in sharing the problems and challenges facing higher education. The formation of advisory committees
283 with stakeholders as member will enhance the image of higher education.

284 Ekundayo & Ajayi (2009) states that the dean and faculty members should celebrate their achievements
285 and report the performance indicators of their academic programmes to the public through local media and
286 their own print material resources. He explained further that deans and faculty members through appropriate
287 organisations can host state, national or international conferences in partnership with financial sponsors on their
288 campuses since such efforts are an excellent way to advertise and introduce a university campus to conference
289 participants not previously familiar with such campuses. Akerele (2008) sees quality assurance as meeting or
290 conforming to generally accepted standards as defined by quality assurance bodies or appropriate academic and
291 professional committees. One could name different structures and institutions in the system of education which
292 are supposed to assure quality. Education reforms worldwide are aimed at providing better quality of education,
293 hence the previous structures and institutions are to be recognised in order to achieve this aim in the best possible
294 way.

295 Adelani (2013) agrees that quality assurance in education has become an all-embracing concept that includes
296 all policies, processes and actions through which the quality of education provided is developed and maintained.
297 Quality assurance refers to the planned and systematic actions (deemed) as necessary to provide adequate
298 confidence that a product or service will satisfy given requirements for quality. For higher education institutions
299 this requires them to demonstrate responsible actions in their professional practices, be accountable for public
300 funds received and demonstrate the results they achieve with the available resources. Adelani (2013) reporting
301 from Elton (2002) refers to quality assurance as quality 'A3'S: Accountability; Audit; and Assessment and
302 Suggests. These are concerned with the control of quality and the people who control quality, the particular
303 mechanisms for assurance are usually imposed by external bodies such as university management and most
304 commonly include accreditation, external examiners and quality audits. As a control tool or strategy, therefore,
305 the focus is predominantly on the extent to which the procedures and conditions that are perceived to result in
306 appropriate levels of quality are followed within institutions or programmes and are effective in meeting their
307 purpose. c) Current Trends in Nigerian Higher Education and their Implications for Performance Sanda (2012),
308 posits that the recent findings on the state of higher education in Nigeria as conducted by the World Bank
309 and UNESCO has confirmed the degradation of the Nigerian education system. Nigeria was a country that
310 produced world class higher education graduates that competed with their counterparts around the world and
311 hard work was their watchword. Today, we only produce the worst set of uneducated higher institution graduates
312 that cannot structure a simple sentence. Higher education institutions in Nigeria are confronted with several
313 challenges. The challenges facing Nigerian higher education are complex; it is a combination of dilapidated
314 infrastructure, financial constraints, accessibility and equity, graduate unemployment, and disciplinary problems.

315 ? Deteriorated Infrastructure: It is worrisome to note that higher educational institutions are fast decaying.
316 All the required resources for education production process are in short supply. Insufficient lecture halls, lack of
317 facilities in laboratories, lack of facilities in students' hostels, library space, books and journals, official spaces are
318 all seriously inadequate. The equipment for teaching and learning are either lacking or very inadequate and in
319 bad shape to permit the higher educational systems the freedom to carry-out the basic functions of academics.

320 ? Financial Constraints: If one surveyed most universities in the world, they would point to shortages of
321 funding as their great challenges while higher education expands very quickly, the increase in the government
322 appropriations for higher education could not keep up with the growing costs. This has been considered to be
323 rather grossly inadequate considering the phenomenal increase in student enrolment and increasing cost, which
324 has been aggravated by inflation. The apparent shortage of fund has been responsible for the declining library,
325 laboratory facilities and in higher educational system. This, in no small way, makes the governance of the system
326 a herculean task.

327 ? Access and Equity: The distribution patterns of the limited higher education opportunities can result in
328 social equity problems. There is also the problem of regional disparities in Nigeria, for example, in order to
329 solve this problem, students from educational, disadvantaged states have been given favourable conditions for
330 admission to federal universities. The increasing regional disparities in the development of higher institutions
331 have attracted the attention of the federal government such that federal interventions have been made like grants
332 allocated to underdeveloped states in Nigeria.

333 ? Graduate Unemployment: The problem of graduate unemployment is a reality in Nigeria, where graduates
334 have to wait for years to get jobs in the labour market. It is common to be subjected to series of competitive
335 examination for appointments and rigorous interviews.

336 ? Political Interference: The higher education system these days is not totally free from the influence of
337 politics.

338 10 Findings

339 The major findings revealed that the role of higher education is a major driver of economic development is well
340 established, and this role will increase as further changes in technology, globalisation, and demographics impact
341 Nigeria meanwhile, the finding revealed that the crucial function of higher education in the knowledge economy
342 has been the object of various empirical demonstrations that succeeded in showing a strong correlation between
343 higher education and GDP growth, through human capital development and technology diffusion and the finding
344 also revealed that the present condition of higher education in Nigeria with assessing the new policy initiatives
345 against the backdrop seek to create a more flexible and responsive system of university teaching and research that,

346 over time, will contribute increasingly to national innovation capacities, productivity gain and economic growth.
347 The implication of the findings stated above is that if Nigeria government can implements the educational reforms
348 policy and gives particular attention to issues of governance/management, leadership, finance and accountability
349 the Nigeria higher institutions will still compete with the highest ranking universities in the world.

350 **11 VI.**

351 **12 Conclusion**

352 Education is the bedrock of all sectors of the human society; that is education is a life-long process that has
353 interpretation in type, purpose and level. An attempt has been made to review the current trends in higher
354 education institutions in Nigeria and the consequences of inadequate funding of higher education sectors are
355 mentioned with possible strategies for improving funding to higher education in Nigeria recommended. Education
356 should be the concern of the government and society. Thus, the government and private individuals should be
357 motivated to support higher education if we shall have the future of our dream.

358 **13 Suggested Solutions to the Problems in Nigerian Higher 359 Education**

360 Udey, Ebuara, Ekpol & Edet, (2009), state that education embodies the development of desirable habits, skills
361 and attitudes which make an individual resourceful in the society. It enables people to acquire knowledge and
362 skills by decoding the prevailing traits for an effective used. From the sociological perspective, it has become
363 obvious that the grand aims of producing high-level manpower for national development for which the higher
364 education is meant are not being achieved as a result of the multi-faceted problems bedeviling the management
365 of the higher education in Nigeria. It therefore, becomes necessary to suggest ways of making the system more
366 effective and efficient in relation to contemporary Nigerian society. 1. Government should allocate more funds to
367 higher education institutions so that they can be more effective in their day-to-day operations. Funds allocated
368 should be disbursed on time in order to avoid the loss in real value arising from inflation. The higher education
369 institutions should seek alternative sources of revenue generation to augment what the government allocates to
370 them. Reliable accounting system should be established in each Nigerian higher education institution to guarantee
371 accountability, honesty, and transparency. 2. Broad and up-to-date researches to generate knowledge should be
372 a fundamental requirement for teaching in higher education. 3. If quality is to be enhanced in our Nigerian
373 universities, the infrastructural base of the system needs to be improved upon. The government should make
374 available enough funds for the maintenance of existing facilities and they should intensify efforts in providing
375 more physical facilities. 4. Personal emolument has to be revisited, if education is well funded; pay packages
376 of academics should be reviewed upward and the conditions of service improved upon so that there would be
377 no brain-drain. 5. Eradicating cultism in higher education is a joint task of all the stakeholders (government,
378 university authorities, religious leaders, students and parents). They should come together and decide on how
379 cases of cultism should be addressed in campuses. 6. New teaching/learning approaches for the development of
crucial and creative thinking should be integrated. ¹ ²

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Figure 1:

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? Disciplinary Problems: Disciplinary problems have since the mid-1980's become a common phenomenon of our tertiary institutions. Student's disruption of academic activities, cultism and raping can be traced to other factors such as exposure to foreign culture through the movies. Students no longer wish to accept the curious status of being treated as children in disciplinary and organizational matters and as adults in what they are expected to do.

? Market Forces: Some of the market forces affecting Nigerian Matriculation Examination (UTME), matching education to job demands; and infrastructure inadequacies. The Unified Tertiary Matriculation Examination had caused a serious concern for both parents and candidates in Nigeria due to the newly introduced Computer Based Test (CBT) for admitting students to the university. Since it takes candidates a while to gain admission into the Nigerian university, a good number opt for any course; by doing so, a course might not be job matched with the education of the students.

university

V.

Figure 2:

381 [Nwachukwu ()] , C C Nwachukwu . *Management Theory and Practice* 2008. Africana Feb Publishers Limited.

382 [Sanda ()] , A O Sanda . 2012. Ibadan: Spectrum Books Ltd. Managing Nigerian Universities

383 [Adelani ()] *A Study of Quality and Performance of Some Selected Private Universities in Southwestern Nigeria*, B
384 B Adelani . 2013. Department of Public Administration, Obafemi Awolowo University, Ile-Ife (An Unpublished
385 Ph.D. Thesis of)

386 [Berdahl ()] 'Academic Freedom, Autonomy and Accountability in British Universities'. R Berdahl . *Studies in
387 Higher Education* 2010. 15 (2) p. .

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