

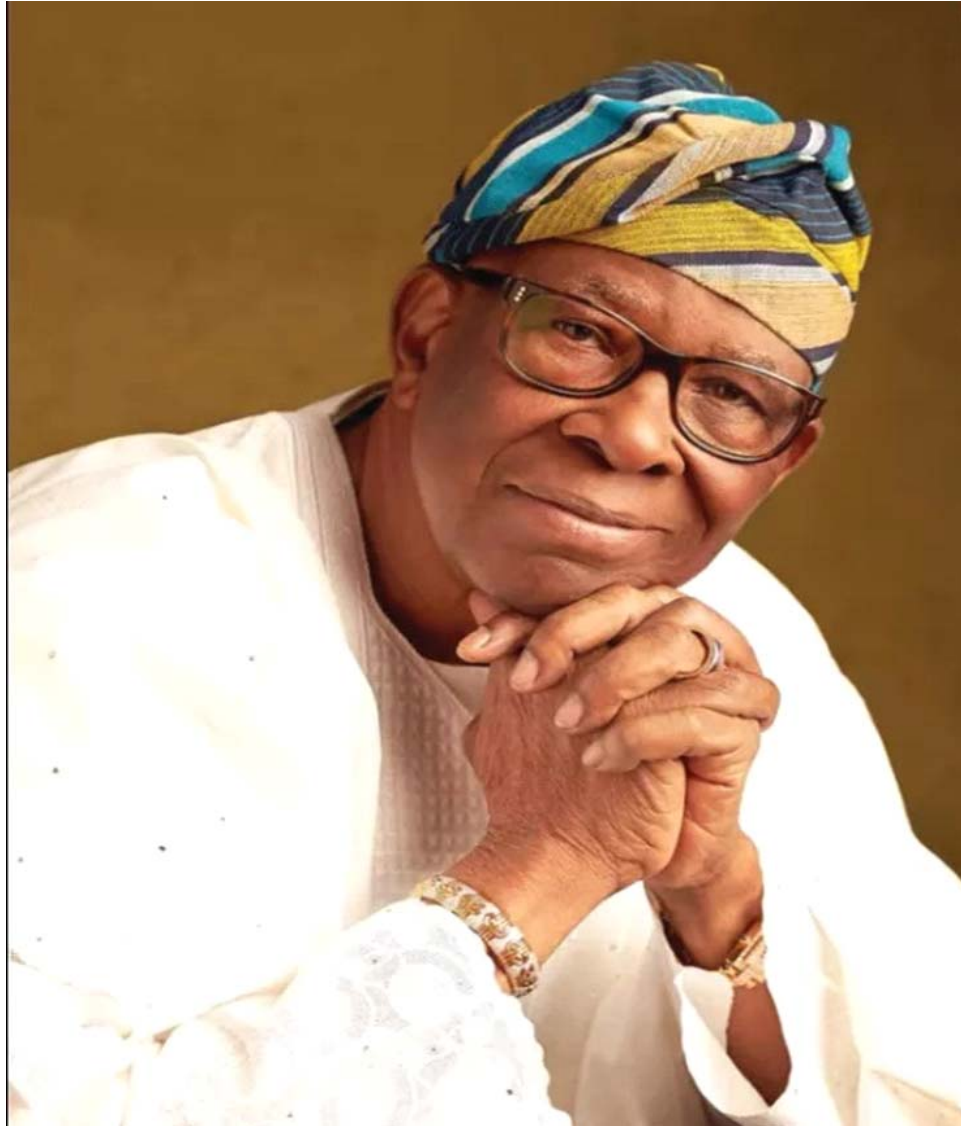


ELIZADE UNIVERSITY @10

Navigating a Complex Path in the
Making of a World-Class University

Edited by
JOSEPH ADEMOLA FABAYO
TAIWO OLADEJI ADEFISOYE

Elizade University @10



Chief Michael Ade.Ojo, OON
Founder/Proprietor, Elizade University, Ilara-Mokin

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Taiwo Oladeji Adefisoye**



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The Governing Council of Elizade University, led by the distinguished Professor 'Femi Bamiro, FAS, FAEng deserves special appreciation. It is worthy to specially recognize and appreciate the contributions of the Vice-Chancellor of the Institution, Professor Olukayode Amund, FAS towards the success of this book project. Not left out are the Registrar, Mr. Omololu Adegbenro, the Bursar, Mr. Olusegun Ajeigbe and the University Librarian, Dr. Christopher Nkiko, who doubles as the Chairman of the Editorial Team of this book. We appreciate your immense support!

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Finally, we appreciate all those who provided support during the compilation, binding and printing of this book.

May God continually honour all of us in our respective endeavours.

Professor Joseph Ademola Fabayo

Dr. Taiwo Oladeji Adefisoye

Foreword

In the 21st century, knowledge-based economies will create the wealth, prosperity and well-being of nations. Research and tertiary education systems are primary drivers of these, playing three key roles of knowledge production through research, knowledge dissemination or teaching towards skills development, and knowledge transfer in form of research-driven innovation – products and processes – entering the national and global socio-economic spaces. Examination of the Nigerian University System over the years shows clearly that the system has been facing critical challenges, which can be comprehensively interrogated on the platform of five vectors, comprising: *access, quality, cost, relevance, and governance*. Of interest is the problem of access, which for several years was a problem of demand-supply gap with many qualified candidates unable to gain admissions to the existing public universities. The initial concern with increasing access was therefore the major driver of government policies leading to the liberalization of the establishment of several universities in the public and private sectors, with the establishment of State universities starting from 1976 and Private universities two decades later, in 1996. Thus, university education in Nigeria has come a long way since the establishment of the University College, Ibadan in 1948.

As at 2012, when Elizade University (EU) was established, the country could only boast of 127 universities made up of 39 Federal, 38 State and 50 Private, with total students' enrolments of 1,131,312. Today, the country can boast a total of two-hundred and seventeen (217) Universities, consisting of forty-nine (49) Federal Universities, 57 State-owned Universities and one-hundred and eleven (111) Private Universities, with more of the latter in the pipeline for approval by the National Universities Commission (NUC). This figure remains the highest on the African continent.

No doubt, the emergence of private universities in Nigeria is one undeniable trajectory in the history of tertiary education in the country, as it has increased access to university education in the past two decades. However, it is pertinent to note the dynamics of the sector in which the access problem has changed from its initial conception as a *demand-supply* gap to, of recent, a *supply-demand* gap, with most universities, public and private, unable to fill their established quota from the Joint Admission and Matriculation Board (JAMB) admissions process. This has led a few to question the rationale for the establishment of additional universities in the country. Equally important, however, is the problem of graduate employability, accentuated by the products of the system not having the relevant skills to thrive in the local and global economies. Surely, how individual universities address all these challenges are of utmost interest. Hence, the commendation of Elizade University in the publication of this book that seeks to document its immense contributions to expanding access to high quality university education and training in the country with some of their graduates already impacting the socio-economic and educational sectors of the country.

Licensed in 2012 as the 45th Private University by the National Universities Commission, Abuja, Elizade University has come a long way in providing sound university education and training, driven by a dynamic workforce, modern technology and innovations. It is gratifying to note, that in just one decade, the University has emerged as a force to be reckoned with in Nigeria's tertiary educational system, despite the complexities around the country's policy environment. Therefore, it is worthy to document the strides and success stories of the University in the first decade of its existence. Hence, this book, titled *Elizade University @10: Navigating a Complex Path in the Making of a World-Class University*, is a worthy initiative, as it presents the strides of Elizade University in the past ten years of interest to all those concerned with tertiary education in the country and beyond. The commitment to transforming the institution to world-class was not by chance, but through the pioneering vision of a world-class university by the Founder, Chief Michael Ade.Ojo. That the Founder appreciated the requirements of a world-class university is accentuated by his unwavering commitment as brilliantly presented in the opening part of the book. As noted by Jamil Salmi, the superior results of world-class institutions (highly sought graduates, leading-edge research, and technology transfer) can essentially be attributed to the following three complementary sets of factors at play in top universities: one, *High concentration of talent* (faculty and students); two, *Abundant resources* to offer a rich learning environment and to conduct advanced research; and three, *Favourable governance* features that encourage strategic vision, innovation, and flexibility and that enable institutions to make decisions and to manage resources without being encumbered by bureaucracy.

The book, which is highly recommended, depicts, to varying degrees, how the above factors have been addressed in the past ten years at Elizade University. Furthermore, lectures and speeches presented during the University's past convocation ceremonies by eminent stakeholders in Nigeria's educational sector, were documented. No doubt, this book is a worthy contribution to knowledge on university education and training in Nigeria. It is a landmark in the journey of Elizade University as it navigates the complex path in the making of a world-class university.

Emeritus Professor 'Femi Bamiro, FAS, FAEng
Pro-Chancellor and Chairman of Council,
Elizade University, Ilara-Mokin, Ondo State and
Former Vice-Chancellor, University of Ibadan (2005-2010)

Goodwill Messages

To Elizade University @10

It was Otto von Bismarck, founder and first chancellor of the German Empire, who reportedly remarked, “the nation that has the schools has the future”. By extension, then, the communities that host the schools host the future. This is why, in one decade, not only has Elizade University put Ilara-Mokin on the map, this University has indeed become the pride of Ondo State, a beacon of hope to the South-West, and a testament to the visionary outlook of the Founder, the sagaciousness of the Board, the dedication of the teaching and non-teaching staff, the commitment to learning by the students, and the progressive and hospitable spirit of the host community.

Pastor Tunde Bakare

The Serving Overseer

Citadel Global Community Church, and a one-time Vice-Presidential Candidate in Nigeria

Ten Years of Elizade University Elixir

It is heartening to see what is on ground as **ELIZADE UNIVERSITY** celebrates its ten years of existence. The environment is idyllic and the determination of stakeholders to accomplish the mission and vision of the institution is palpable.

Hearty congratulations to the Founder, the Governing Council of the University, the Senate, Staff and Students. We need no more evidence of Elizade University’s future greatness than the inspiring scope and depth of knowledge being transmitted, the close relations between Faculty members, students and the administrators and, of course, the efforts at linking teaching and research to public needs and national development. May humanistic thoughts and vision continue to invigorate Elizade University in the decades ahead.

Professor (Ambassador) Tunde Adeniran, KJW, OPF, FCPA

Former Minister of Education

Federal Republic of Nigeria

and Ambassador Extraordinaire and Plenipotentiary to the Federal Republic of Germany

One would like to congratulate the Founder/Proprietor, Council/Board of Trustees, Senate, Management, Staff, Students, Alumni and Friends of Elizade University, Ilara Mokin, Ondo State of Nigeria for weathering the storms this past decade while looking for greater achievements in the years ahead. Your effort in building a world-

class university is highly commendable.

Professor Abel Idowu Olayinka

*Ph.D., DIC, FGS, FAS, FNMGS, FNAPE, FNAH, FNAEGE
Vice-Chancellor, University of Ibadan, Ibadan (2015-2020)*

We bring greetings from the Global Board and Management of the Diaspora Innovative Institute, USA to commemorate the 10th year anniversary of Elizade University... Congratulations and happy anniversary!

Professor Byron Price

Global Director, Diaspora Innovative Institute, USA

On behalf of the entire Parents/Guardians of Elizade University, Ilara-Mokin under the umbrella of PARENTS' FORUM, I would like to express my sincere and heartfelt congratulations to the Founder, Chief Michael Ade.Ojo, the Board of Trustees, Management, Principal Officers, all the Deans, Heads of Departments staff and students of this great University on this auspicious 10th anniversary celebration. Over these years, Elizade University has done commendable work for her innovative approaches in education, the conducive environment for learning and dedicated management and staff in ensuring that our children/wards are brought up in learning and character . . . supporting, motivating and encouraging them to strive for excellence . . . We appreciate you for these good works and pray for more strength and wisdom to do more. It's been 10 awesome years of great achievements and history-making. Congratulations once again. The future is bright for Elizade University and wishing her a lot of success and prosperity for many years ahead! ELIZADE UNIVERSITY . . . GOING HIGHER.

Engr. (Mrs) Oluwaseun Borokinni

Chairperson, Parents' Forum, Elizade University

It is my pleasure to celebrate Elizade University on its 10th anniversary. Being an alumnus and an academic staff, I am only grateful to the University. The University is a diamond, glowing in the academic world. I want to appreciate the Founder of the University, Chief Michael Ade.Ojo for his relentless support and zeal towards achieving a world-class university. I am confident that the University would play a significant role in producing world-class graduates in the advancement of the frontiers of knowledge in engineering, sciences, law, humanities and social sciences. Thank you to the alumni, students, faculty members and non-teaching staff, both past and present for your dedication to make Elizade University a leader in tertiary education.

Akintunde Fasuba

*Department of Civil Engineering and the
Best Graduating Student, 2018/2019 Set (CGPA 4.95)*

Abbreviations

A*STAR	Agency for Science, Technology and Research
ABU	Ahmadu Bello University
ACU	Association of Commonwealth Universities
ALC	Africa Laser Center
ANAN	Association of National Accountants of Nigeria
APCON	Advertising Practitioners Council of Nigeria
ARWU	Academic Ranking of World Universities
ASUU	Academic Staff Union of Universities
BCF	Blue Charter Fellowship
CAMA	Companies and Allied Matters Acts
CCNY	Carnegie Corporation of New York
CIBN	Chartered Institute of Bankers of Nigeria
CIIS	Chartered Institute of Insurance of Nigeria
CIPM	Chartered Institute of Personnel Management
CIS	Chartered Institute of Stock Brokers
CISI	Chartered Institute for Securities and Investments
CITN	Chartered Institute of Taxation of Nigeria
CITYU	City University of Hong Kong
COVID-19	Coronavirus Disease – 2019.
CPE	Community Protective Equipment (CPE)
CSIR	Council for Scientific and Industrial Research
DVC	Deputy Vice Chancellor
EU	Elizade University
FGD	Focus Group Discussion
HAEMS	Home Appliance Energy Management System
ICAN	Institute of Chartered Accountants of Nigeria
ICCCAD	International Center for Climate Change and Development
ICT	Information and Communication Technology
ICTC	Information and Communication Technology Centre
IGR	Internally Generated Revenue
IIE	Institute of International Education
ITF	Industrial Training Fund
KCL	King’s College London
KII	Key Informant Interview
MIT	Massachusetts Institute of Technology
NCC	Nigerian Communications Commission
NERC	North American Electric Reliability Council
NIM	Nigerian Institute of Management
NIMN	National Institute of Marketing of Nigeria

NPE	National Policy on Education
NPUGA	Nigeria Private University Games Association
NPUGA	Nigeria Private University Games Association
NREL	National Renewable Energy Laboratory
NUC	Nigeria Universities Commission
NUGA	Nigerian University Games Association
OAU	Obafemi Awolowo University
OSHIGA	Ondo State Higher Institution Games Association
PFA	Performing and Film Arts
PPE	Personal Protective Equipment (PPE)
PPWS	Physical Planning, Works and Services
QCA	Quality Control and Assurance
RTF-DCS	Research Training Fellowship for Developing Countries' Scientists
SCF	Student Consultative Forum
SHGR	Smokin Hills Golf Resort
SIWES	Students Industrial Works Experience Scheme
SLA	Service Level Agreements
SMEs	Small and Medium Scale Enterprises
TETFUND	Tertiary Education Trust Fund
UCI	University College Ibadan
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNWTO	United Nations World Tourism Organization
USIU	United States International University – Africa
VC	Vice-Chancellor
VCSI	Vice-Chancellorship Stability Index
VOR	Voice of Reason Foundation
WCU	World-Class University
WHO	World Health Organization
WTTC	World Travel & Tourism Council

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3

Only the Fittest Would Survive: Nigeria's Policy Environment and the Dilemma of Private Universities

Taiwo O. Adefisoye and Tolu E. Ifedayo

Introduction

THE centrality of education to societal transformation and development cannot be overemphasized. Development in this context, however, transcends physical and infrastructural process of growth, but encompasses the task of inspiring patriotism and good citizenship, value-orientation, resolving conflict and building an integrated society (Dye, 2007). In particular, university education, which is at the apex of the educational strata, has been accredited as the driving-force behind quality and innovative research, inventions and overarching development (Okebukola, 2021).

Despite this importance and the centrality of the educational sector to national development, it has often been subjected to the vagaries, impulses and fancies of the policy environments it operates in across different nations. The policy environment remains an overarching variable in the policy and administrative processes, as it determines, to a very large extent, the success or failure of any policy and administrative system. Scholars and exponents of the ecology of administration in the fields of public administration and public policy have at one point or the other upheld that every administration or institution is intricately tied to the fabrics of its environment, which in turn affects it in all ramifications.

With particular reference to the educational sector, the policy environment has always been characterized by, and laden with complexities, which have occasioned the turbulent waves of reforms at various times. Crowson observed that:

The educational sector has always been characterized by turbulence. Education has been reformed again and again and again. There have also been long, historical battles over who pays, who benefits, who gets left behind, who controls, whose

goals prevail, and who evaluates (Crowson, 2003 p. 1).

The ‘turbulence’ as identified above is however not necessarily adversative, but an accentuation of the primacy of education to national development. This importance has driven successive governments and policy-makers in the educational sector to venture into occasional reforms, so as to ‘ostensibly’ keep-up with the pace of the enormity of societal demands and aspirations. On the other hand, such turbulence might be consequences of policy inconsistency and lack of policy continuity occasioned by the rapidity of regime-change, which in most cases has ‘necessitated’ (in this part of the world) reforms in the educational sector.

The preceding explanation on the environment-administration interdependence and mutuality becomes expedient in order to have an appreciable understanding of the various undercurrents, overtures and manifestations in Nigeria’s tertiary educational sector; and the dilemma of privately-owned universities in the country. This is because private universities operate within the country’s policy environment and are interrupted by the decisions of the political class, as well as environmental incursions from the country’s debilitating socio-economic, religious and cultural spheres.

To this end, this chapter attempts to x-ray the interplay between a policy environment and administrative system, using the dilemma of privately-owned universities in Nigeria’s complex policy environment as a case study. The chapter is divided into six sections. The section after the introduction attempts to weave a conceptual framework around the policy environment-administration interplay. The third section did an overview on public policy and the overall purpose of government policy on university education in Nigeria. Section four reviewed literature on the growth and historical development of private universities, and also presented a list of private universities in the country. The fifth section examined the dilemma of private universities in Nigeria, while the last section is the conclusion.

Understanding the Policy Environment-Administration Interplay

Administrative systems do not exist in vacuum; rather, they are situated within the context of an environment, and are often affected by certain environmental variables. Those environmental variables influence the character and operations of every administration and determine the extent at which organizational/institutional goals are achieved (Adefisoye and Agagu, 2021). Richard Stillman explained that “a conscious awareness of ecological factors encourages administrators to respond more wisely to the demands and challenges of the external environment of their organizations” (Stillman, 1996, p. 84).

The ecology approach, no doubt is best suited to explain the vagaries of the interdependence of administration on its environment: physical, socio-economic and political. Initially developed by a Nineteenth Century Biologist, Charles Darwin to

explain the interdependence of an organism to its immediate environment; the concept found its way into the discipline of Sociology in the 1920s. It was used to explain the interdependence of human life within an increasingly complex organic system, and the tendency of humans to move towards an equilibrium or stability (Stillman, 1996).

As it relates to administration, the ecological approach was first used by John Gaus, while Robert Dahl, Robert A Merton and Riggs later made distinctive contributions to this approach (Adefisoye & Agagu, 2021). According to Gaus, ecology of administration includes “the study of people, place/property; physical and social technology; personality and aspirations of people; emergency conditions/catastrophes” (Stillman, 1996: 84). Gaus argued that “administrative systems are influenced by its surrounding factors”. Articulating Gaus’ views, Stillman explains that:

For Gaus, administrative systems were intricately intertwined with the fabrics of society”. In particular, he delineated several important elements that he found useful for explaining the ebb and flow of the functions of government: people, place, physical technology, social technology, wishes and ideas, catastrophe and personality (Stillman, 1996: 84).

In his view, Olaleye (2001 p. 18) opined that “the idea of ecology of public administration refers to the environment: political, social and economic, within which a particular administration exists”. Fred Riggs, one of the pioneers in developing administrative models and theory; and the most represented administrative thinker in modern society, gets the credit for introducing an objective and effective model for analyzing public administration in developing countries with ecological and comparative perspectives (Haque, 2010; Adefisoye & Agagu, 2021). In particular, Haque (2010) remarked that “Fred Riggs is one of the very few scholars who contributed immensely to the emergence of comparative public administration and to an in-depth understanding of public administration in postcolonial countries”.

The main thrust of Riggs’ ‘Fused-Prismatic-Diffracted model is that Western models are relatively less relevant to the developing countries, which have unique environment/context- social structures, economic life, cultural practices, political symbols, allocation of power, division of labour, etc. (Riggs, 1964; Haque, 2010). Unlike the developed countries, the administrative systems in these countries are considerably shaped by the ecology/context. Agagu (2010) lends credence to the foregoing and argued that the policy environment of developing countries, particularly Nigeria goes a long way to determining either the success or failure of its administrative/policy process.

It must be said that every stage in the policy process is influenced by the policy environment. The policy process being a complex circle of activities, consists of problem-identification/definition, agenda-setting, policy formulation, policy implementation and policy evaluation (Dye, 2007; Agagu, 2010; Ikelegbe, 2019;

Adefisoye and Adefisoye, 2020; and Adefisoye & Agagu, 2021). Each stage involved in the policy process is influenced by a series of environmental variables from the policy environment; although the impact of those variables diverges from one context to another.

As it concerns policy formulation in Nigeria for instance, Ikelegbe asserted that the crucial variables that influence that stage of the policy process include authority and power, politics and political rationality, social and primordial dimensions, technical/technological factors, rational dimension, extra-rational dimensions and resources (Ikelegbe, 2019, p. 23).

This is further presented in the Table below:

Table 1: Crucial Variables to Consider in Public Policy Formulation:

S/N	Variables	Content
1	Authority and power	Existing power structures; formal power over decision; hierarchy of authority; rules; influence of public officials; configuration of power; inner circles and power blocs in government.
2	Politics and political rationality	Character of politics; nature of support and opposition; alliance in favour and opposition; ideological meanings and constructions; competing interest; the level of cooperation, bargaining, consensus and arguments.
3	Social and primordial dimensions	Framework of values; beliefs and prevalent orientation; social group influence; organised platforms or resistance; prebendal tendencies; influence of primordial groups and networks; ascribed identities.
4	Technical/Technological factor	Technical capacity; specialised/specialist skills; research and development capacity; data processing and retrieval capacity; existing technology/automation level.
5	Rational Dimension	Intelligence/intellectual requirements; rational and critical thinking; data generation and analysis.
6	Extra-Rational Dimensions	Psycho-social factors; extra-rational influences; belief systems; terrestrial/astrological influences; cult/divination influences.
7	Resources	Availability or scarcity of tangible or non-tangible social, political and economic resources; goodwill and reputation or actors; natural and social endowments.

Source: Ikelegbe, A. (2019): "Public Policy and Social Marginality in Nigeria".

From the above Table, it can be deduced that public policies are undertaken by public authorities (and in some cases, by non-state actors), but have social, primordial and extra-rational dimensions, beyond the rational, technical and resource dimensions (Ikelegbe, 2019). Ikelegbe added that “although the later set of variables are important, it is the former set, particularly item 2, 3 and 6 (on the Table) that actually shape the content, target and beneficiary focus of public policy” (Ikelegbe, 2019).

With particular reference to Nigeria, Agagu posited that the country’s policy environment is replete with policy inconsistency, lack of political will, devastating corruption, erratic budgetary allocation, impact of uncertain economic environment and delay in fund release. Above all, the policy implementation stage, which is considered as the “Achilles’ heel” that is, the most vital in the public policy process” is subjected to whims and caprices of the chief executive and his associates (Agagu, 2010 p. 14). One of the implications of such misnomer is that the policy implementation stage becomes the grave-yard of many well-formulated policies in the country (Olugbenga, 2013).

An Overview of Public Policy and the Overall Goals of University Education

A good starting point to understanding the philosophy, rationale and importance of public policy is to consider the purpose of the state/government. From the angle of political theory or political philosophy, the state is generally regarded as the end-product of all other associations, whose aim is perfection. Agagu simplifies this by positing that the state, either viewed from a philosophical or an empirical perspective, is saddled with “the business of serving its citizens (Agagu, 2011, p. 4). In the views of Janda, Berry and Goldman, the major thrust of the social contract theory (of the origin/purpose of the state), irrespective of its variants is that “all citizens are willing to submit their personal freedom or at least, their affairs to the state in return for some benefits from the government” (Janda, Berry & Goldman, 2000, p. 557).

However, the authorities of the state are vested in, and exercised by the government through its various organs, institutions and agencies. One veritable way by which the government achieves the ends of the state is through the instrumentality of public policy. In other words, public policies are vehicles through which intentions of government are translated into concrete-observable realities (Adefisoye, 2021).

Therefore, it is right to assert that while “the state is a problem-solving mechanism, public policies are deliberate decisions by government (which is the agency of the state) to act or not to, in response to societal problems” (Johntson, 2002, p. 397). This notion might have spurred Pearson to describe ‘public’ as comprising that dimension of human activity, which is regarded as “requiring governmental or societal regulation or intervention or at least common action” (Pearson, 1999, p. 4). It can

therefore be deduced from the foregoing that “public policy is predicated on the sanctity of public interest and public good” (Adefisoye & Adefisoye, 2019). Elaborately, Ogbu (2019, p. 129) explicated that:

Public policy is a potent instrument used by government to affect the lives of the masses. The importance of public policy to a nation cannot be overemphasized. Lingering national problems that tend to defy short-term solutions can be tackled successfully within the framework of long-term public policy. Consequently, such things as agricultural policy, industrial policy and policy on education are meant to provide enduring solutions to problems that are inherent in these sectors of society.

Besides being a problem-solving mechanism as advanced above, public policies are regulatory instruments in the hands of the government to shape behaviours, for value-orientation and to set parameters for actions. Heywood captured this aptly and expressed that:

The shadow of the state falls on every human activity. From education to economic management, from social welfare to sanitation, and from domestic order to external defence, the state shape and controls, and where it does not shape or control, it regulates, supervises, authorizes or proscribes. Even those aspects of life usually thought of as personal or private (marriage, divorce, abortion, religious worship and so on) are ultimately subject to the authority of the state. (Heywood, 2009, p. 89).

As it concerns the educational sector, government policies are designed and set-out to meet the overall needs and aspirations of a state, which are considered as central to human and national development. In particular, as spelt-out by Nigeria’s National Policy on Education, tertiary education is broadly designed to:

- (a) contribute to national development through high level and extension services;
- (b) develop and inculcate proper values for the survival of the individual and society;
- (c) develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- (d) acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- (e) promote and encourage scholarship and community service;
- (f) forge and cement national unity; and
- (g) promote national and international understanding and interaction.

Federal Republic of Nigeria, Nation Policy on Education, 2004 p. 36-37).

The NPE further stipulated those tertiary educational institutions shall pursue these goals through:

Teaching:

- (i) research and development;
- (ii) virile staff development programmes;
- (iii) generation and dissemination of knowledge;
- (iv) a variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc.;
- (v) access to training funds such as those provided by the Industrial Training Fund (ITF);
- (vi) Students Industrial Work Experience Scheme (SIWES);
- (vii) maintenance of minimum educational standards through appropriate agencies; inter-institutional co-operation;
- (viii) dedicated services to the community through extra-mural and extension services.

(Federal Republic of Nigeria, Nation Policy on Education, 2004, p. 36-37).

With specific reference to university education, the Nation Policy on Education (2004) stipulated that universities are expected to contribute optimally to national development by:

- (a) Intensifying and diversifying its programmes for the development of high-level manpower within the context of the needs of the nation.
- (b) Making professional course contents to reflect the national requirements of Nigeria.
- (c) Making all students, as part of a general programme of all round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge and nationalism.

(Federal Republic of Nigeria, Nation Policy on Education, 2004 p. 36-37).

Okebukola puts the foregoing more succinctly by explicating that:

Down through the ages, society looked up to universities to do at least three things. One is to train high-level human resources to drive the economy. Doctors, engineers, agriculturists, teachers, lawyers are among the several professionals that universities are expected to deliver to the society. Second, universities are expected to be at the vanguard of solving societal problems through research. When the society is encumbered with problems such as those related to health security, food and nutrition security, challenges of housing, insurgency, terrorism and banditry, poor leadership and climate change, the gaze turns to the universities for solutions through research. The third role is to offer miscellaneous services to

the community (local, national, regional and global) and engage the community in a symbiotic rather than parasitic relationship. *Okebukola, 2021 p. 3*).

The foregoing is corroborated by Article 65 of the National Policy on Education that “University research shall be relevant to the nation’s developmental goals . . . in this regard, universities shall be encouraged to disseminate their research results to both government and industries”

Emergence, Growth and Historical Development of Private Universities in Nigeria

Against the background of the popular notion that private universities emerged in Nigeria during the terminal end of military rule and the epoch of the current democratic dispensation in May, 1999; it must be pointed out that the historical antecedent of private universities predates this era. Rather, the first set of private universities were established when education was placed on the concurrent list under the 1979 constitution. However, the era was marked by ‘chaos’ and turbulence. Ajayi and Ekundayo (2010 p. 46-47) observed that:

By the provision of the (1979) constitution, individuals, private entrepreneurs and organizations were empowered along with state and federal to establish and run such institutions. Within a period of four years, twenty-four private universities were established without regard for proper planning and implementation.

However, the military usurpation of December 31, 1983, which ushered-in the Buhari-Idiagbon junta, popularly remembered for its brazen high-handedness, showy messianic fervour and ostentatious puritanical ethos halted the process that had obviously lost decency and decorum. This was done through the promulgation of Decree 19 of 1984 and Decree 16 of 1985 (Abolition and Prohibition). This has once again validated the proposition that an administrative system is affected by environmental factors, particularly in a country such as Nigeria, where endemic policy instability was prominent especially under military rule. Besides, the sequence at which twenty-four universities emerged within four years and without proper attention to adequate planning/ implementation was unprecedented, and a reflection of the rot in the country’s policy environment.

Events took a turn in 1993 under the Ibrahim Babangida regime that repealed the Abolition and Prohibition Decree and promulgated the Education National Minimum Standards and Establishment of Institutions in 1993. The new Decree outlined the criteria to be met by prospective proprietors of such universities in the country before approaching the National Universities Commission (Ajayi & Ekundayo, 2010).

The attendant implication of such development has led to the establishment of

over a hundred private universities in the country after twenty-one years. Besides, a few of those private universities have competed favourably with government-established universities, including the first and second-generation universities in the country. The 2021 Reports of the National Universities Commission reveals that five non-governmental universities were ranked among the first ten best universities in Nigeria (NUC, 2021, p. 12-13).

See Appendix 1 for the list of private universities in Nigeria, years of establishment and their locations.

Despite the rapidity of the growth of private universities in Nigeria, many of these universities are grossly underfunded and lack the capacity to take on overhead and recurring costs besides the provision of basic amenities and funds to advance the frontiers of research. Even in those that are relatively well-funded, there is an absence of good governance structure (Smith, 2022). This, no doubt, is antithetical to their formulation goals, which is to contribute to the knowledge-base of the country through the conduct of cutting-edge research. As identified by Ajayi & Ekundayo (2010), private universities emerged so as to: solve the problem of scarcity of educational resources; the need to expand access to university education; restore confidence in Nigeria's tertiary education sector; and to conform with international best practices. However, these reasons have been contended with by a series of factors that have emanated directly and indirectly from the country's policy environment. Those issues are further discussed in the succeeding section.

The Dilemma of Private Universities in Nigeria's Policy Environment

Methodology

To interrogate the dilemma of privately-owned universities in Nigeria's (complex) policy environment, the qualitative research design was found suitable and was adopted. The qualitative method involves the use of both primary and secondary sources to generate qualitative-non-metric data. To generate primary data, key informant interviews were conducted with top administrators of privately-owned universities in the country that were conveniently-selected. The key informants are presented in Table 2.1.

On the other hand, secondary data were obtained from already classified documents that include journal and newspaper articles, gazettes, convocation lectures/speeches and government publications. Information gotten from the conduct of KII was present thematically and were analyzed qualitatively.

Table 2.1: Key Informants and Interview Schedules

S/N	Key Informant	Date/Time of Interview
1.	Registrar, Elizade University, Ilara-Mokin, Ondo State, South-West, Nigeria	21/12/2021 - 10.30 – 11 a.m.
2.	Registrar, Summit University, Offa, Kwara State, North-Central, Nigeria	21/12/2021 - 2.15 – 2.50 p.m.
3.	Librarian, Elizade University, Ilara-Mokin, Ondo State, South-West, Nigeria who has previously served in the same capacity in two private universities located in the South-West and South-South regions of the country respectively.	22/12/2021 – 6.05p.m – 6.53 p.m.

Interview Question 1

It is well established in the body of literature that an administrative system is intricately tied to the fabrics of its environment, which in-turn affects it either positively and negatively. Can this be said to be valid with respect to university administration and Nigeria's policy environment?

Table 2.2: Responses of the relationship between an administration and policy environment

Key Informant	Affirmed	Strongly Affirmed	Rejected	Strongly Rejected
Key Informant 1		X		
Key Informant 2		X		
Key Informant 3		X		

Source: KII, 2021.

Table 2.2 shows that the key informants strongly affirmed that every administrative system, particularly the university system is intricately tied to the fabrics of its environment. KI 3 unequivocally stated that “the notion that an administrative system is influenced by its environment is absolutely true of every administration and not just university administration, because policies that guide the operations of every administration are formulated and implemented within the context of the policy environment” (KII, 2021). The foregoing further validates the arguments of Riggs (1964), Stillman 1996), Agagu (2010), Haque (2010), Ikelegbe (2019), Adefisoye (2019), Adefisoye & Adefisoye (2020), and Adefisoye & Agagu (2021) that an administration does not exist in a vacuum, but is a product of its environment”. According to Riggs, developing countries, unlike their counterparts in the developed

countries, have policy environments that shape the nature and outcome of a policy and an administrative system.

Interview Question 2

How does this interplay between a policy environment and an administrative system affect the operations of privately-owned universities in Nigeria?

In response to this question, KI 2 explained that:

Generally, universities in Nigeria whether public or private operate under the policy framework that is designed by the federal government through the National Universities Commission, acting on behalf of the Ministry of Education. Particularly as it concerns private universities, there is an established process set up by NUC, which must be adhered to. Based on the guideline, private universities are expected to have, apart from the proprietor, a BOT, governing council, which are layers of authority that are designed to shield the university system from undue interference by the proprietor, which can be an individual or a group. Those established laws and structures run throughout the entire gamut of university administration and are products of Nigeria's political environment. This is because government regulates what goes on in the education sector both in the public and the private (KII, 2021).

In a more elaborate manner, KI 3 explicated that:

Private universities are products of Nigeria's political and policy environment, particularly the National Assembly Act, the Act of the National Universities Commission (NUC) . . . There are policy guides behind the issuance of licenses and the operations of these universities. NUC as the regulatory body is saddled with the responsibility of ensuring strict adherence to these guidelines. Besides, the issuance of licenses, there are measures like resource verification and accreditation exercises, which are designed to ensure conformity with guidelines. Despite these policies in place, factors that emanate from the policy environment have constituted hinderance to successful implementation. These factors include the endemic corruption in the country's public service . . . The regulators of university education, particularly private universities in Nigeria are products of the policy environment, and as you know corruption is the bane of Nigeria's public service. This has impinged on the efficiency of many private universities in the country. To a large extent, there is a measure of sanity in private universities when you compare with their counterparts in the public sector, viz the implementation of projects and management of resources. There is more efficiency in the mobilization of resources, accountability and transparency in the private sector. There is a degree of sanity in the private sector, ironically, private universities are subjected to the vagaries of corruption by regulatory bodies from the public sector (KII, 2021).

In his views, KI 1 stated that “the policy guideline that set parameters for the operations of private universities is a product of Nigeria’s policy environment, and the implementation of these policy guidelines go a long way to either aid and hinder success” (KII, 2021). Indeed, the policy implementation stage is a vital one in the policy cycle as decisions earlier made are operationalized and are translated into programmes, projects, laws and regulations, which are done by government bureaucracies. However, the policy implementation stage remains the graveyard for many well-formulated policies in the country, owing to the ineptitude of government bureaucracies, massive and endemic corruption and lack of political will (Olugbenga, 2013; Agagu, 2010; Adefisoye, 2019). With specific reference to the university sector in Nigeria, the NUC is often criticized for its inability to enforce minimum academic standards (Ajayi & Ekundayo, 2010 p. 56; Smith, 2022).

Interview Question 3

What are the peculiar challenges that privately-owned universities face in Nigeria?

Table 3.1: Challenges of private universities in Nigeria

S/N	Challenges of private universities in Nigeria	Responses	Frequency (n=3)
1	Funding	XXX	3
2	Lack of governance structure	XX	2
3	Public perception/high fees	X	1
4	The evolving nature of private universities	X	1
5	Problems of government regulations	XX	2
6	The overbearing nature of proprietors/undue interference	XX	2

Source: KII, 2021.

The above shows that all three key informants believed that funding is a major challenge facing the operation of private universities in Nigeria, while KI 2 and KI 3 agreed that the lack of governance structure/overbearing nature of some proprietors is a major challenge. Similarly, KI 2 and KI 3 affirmed that the challenges facing private universities are not entirely internal, but also as a result of external variables that include the challenges posed on those universities by government policies, regulation and the general corruption that has infested the country’s public sector.

Specifically on the absence of government structure, KI 3 posited that:

A lot of private universities lack governance structure. Ideally on paper, the structure has the Proprietor as the Visitor, then the Board of Trustees (in some other places), the Chancellor, Pro-Chancellor, Vice Chancellor . . . However, in many places, one man (in most cases the proprietor) runs the entire gamut of the governance structure. By implication, the various organs in the governance structure are handicapped. There is an instance of a private university that is about nineteen years old now but has had five VC s already and over eight registrars. But on paper, each VC is meant to stay for a tenure of five years. There is an absence of security of tenure as a result of the overbearing nature of certain proprietors. The operation of the governance structure is subjected to the whims and caprices of the founder/proprietor. Another implication of such misnomer is that it breeds mediocrity and incompetence. In such cases, appointments are based on influence, sentiments and closeness to the founder of the university (KII, 2021).

In the similar vein, KI 2 argued that the overbearing nature of many proprietors of privately-owned universities has led to the jettisoning of the stipulated governance structure. He added that in many cases, appointments into key positions in such private universities are done solely by proprietors, who may appoint family relations, very close associates and friends. It must however be stated that such incongruity is a reflection of lack of strict monitoring of the operations of those universities by the regulatory body – the National Universities Commission. Ajayi & Ekundayo (2010 p. 56) observed that one of the challenges facing NUC is limited capacity to enforce minimum academic standards in universities in the country. It must be added that NUC is a product of the Nigerian public service that is replete with inefficiency and corruption. Corruption in its various forms has over the years impeded efficiency of Nigeria’s public service. This issue of regulation also surfaces during resource verification and accreditation exercises, when a grossly under-staffed department suddenly becomes sufficient with the required staff-mix! Can it be said that the regulatory agency is totally oblivious of such practices?

The major challenge that was identified is funding. With an exception of a few private universities, many are grossly-underfunded and can be branded as “glorious primary or secondary schools” The associated implication of poor funding is evident is the absence of requisite infrastructure, internet service and resources to power research. Whereas, part of the conditions to meet before the issuance of license to a prospective private university is adequate funding and the provision of facilities that include libraries, laboratories, workshops and instructional tools. KI 3 explained that:

Many private universities lack the financial capacity to operate, establish the required structure, hire quality manpower and drive research and training, which are vital to university education. One may be forced to query how they got licenses

in the first place and question the integrity of the regulatory body. This is because there is an amount of money and capital base, which are required. However, some of these institutions are like tutorial centers. Imagine, a private university that cannot afford internet services, conducive learning environment and cater for overhead and recurrent expenditures. There are also little or no funds to support research (KII, 2021).

KI 1 and KI 2 also corroborated this position, but attributed it to the absence of support-grants for private universities, which raises the issue of enlisting private universities into the Tertiary Education Trust Fund, commonly known as TETFund. This issue is such that has generated a lot arguments among the various stakeholders in Nigeria's tertiary education sector. Two dominant arguments have ensued: one, is that private universities have emerged ostensibly to increase capacity and provide alternatives to teeming Nigerians who seek admission yearly. The proponents of this thought are of the opinion that since public universities in the country lack the capacity to offer admission to the army of admission-seekers, government should provide the needed aid to private universities to augment the deficit. Besides, since the Fund emanates from the private sector, it is argued that private universities should be enlisted into the scheme. On the other hand, the opposing argument is often advanced by academics affiliated to public universities under the aegis of the Academic Staff Union of Universities (ASUU), that since private universities are profit-making and profit-oriented ventures, they should have no business with TETFund, which is meant to support public higher institutions of learning in the country.

From the foregoing, the questions that readily come to mind are: what are the roles of government in the provision of tertiary education? Are private universities truly profit-making and profit-oriented ventures? Or is such opposing argument a deliberate attempt to mobilize the Nigerian public against private universities, which have provided credible alternatives to their public counterpart? This is one of the intrigues that have characterized Nigeria's complex policy environment.

Indeed, the politics of enlisting private universities into the TETFund scheme is a major issue in Nigeria's education sector, but it must be asked if government is meant to relinquish such important responsibility of educating its populace to the hands of private universities without providing the needed support for such universities to thrive? This has once again validated Crowson's position that the education sector has often attracted a 'wave' of turbulence (Crowson, 2003, p. 1). According to Karl Deutsch, education is a function of political action when he explicated that:

Our societies have become webs of politics, so much so that: the water we drink, the air we breathe, the safety of our streets, the dignity of our poor, the health of our old, **the education of our young**, and the hope of our minority group – all are

bound up with the political decisions made at the city hall, or the state capital (Deutsch, 1974, p. 3).

Nonetheless, Deutsch’s idea has been subjected to various interpretations, therefore the need to examine one or two models of tertiary education funding as obtains in other climes. For instance, in Turkey, the establishment and funding of tertiary institutions are the joint responsibilities of the government and foundations. In other words, individuals are barred from owning tertiary institutions but could be owned by reputable foundations. The underpinning here is that education should not be an enterprise for profit-making. Consequently, budgets of universities, either public or owned by foundations are used according to the principles of public budget and are subject to audit (Ates, 2019, p. 62). Therefore, there is no significant difference between the budget system of any public institution and the system in higher education institutions in Turkey. The import of this model is that government is an integral part of the planning, finance and recruitment in non-governmental universities in Turkey. Similarly in the Netherlands, education is conceptualized as public service, with the central government saddled with the responsibility of providing adequate resources and ensure equal opportunities to all (Ates, 2019).

At independence, Nigeria and many African states, adopted statism and welfarism as economic models. By implication, social services including education were exclusive concerns of government. However, from the 1970s and 1980s, the idea of statism and the welfarists’ state began to wane due to the gross mismanagement of state’s resources and public utilities, which necessitated the crave and adoption of market-economy. This development no doubt prompted the Nigerian government under President Shehu Shagari to issue operational licenses to private individuals to venture into the ‘business of tertiary education without consideration for funding support. Unfortunately, this issue still lingers till date without any solution in sight!

Table 4.1: Showing responses on how to overcome the challenges confronting private universities in Nigeria

S/N	Suggestions	Responses	Frequency (n=3)
1	Establishment of endowment	XX	2
2	Partnership with the industry/other private bodies	XX	2
3	Better remuneration/condition of service for staff	XX	2
4	Access to research grant/sponsorship/sabbatical leave	XXX	3
5	Ensure job security	XX	3
6	Ensure high academic standard/staff quality	XXX	3

Source: KII, 2021.

It is important to observe that the common ground among the views in the table above requires the intervention from the policy environment, particularly government's financial intervention and the repositioning of the regulatory body so as to play more active roles.

Interview question 5: How can private universities in the country be repositioned for better service-delivery?

Table 5: How private universities can be repositioned for better service-delivery

S/N	Suggestions	Responses	Frequency (n=3)
1	Establishment of endowment	XX	2
2	Partnership with the industry/other private bodies	XX	2
3	Better remuneration/condition of service for staff	XX	2
4	Access to research grant/sponsorship/sabbatical leave	XXX	3
5	Ensure job security	XX	3
6	Ensure high academic standard/staff quality	XXX	3

Source: KII, 2021.

While suggestions as contained on table 4 revolve around the policy environment, those on Table 5 require in-house efforts and restructuring that should be supervised strictly by the regulatory agency.

Concluding Remarks

This chapter has examined the overarching influence of a policy environment on an administrative system, with particular focus on private universities in Nigeria. It was established that Nigeria's private universities are products of the country's policy environment, which has been described as complex, chaotic, corruption-infested and inefficient, especially in implementing policies. The connected implication of such misnomer is manifested in the absence of strict compliance with policy guides, lack of good governance structure (in some cases) and the inability of many privately-owned universities to meet up with their responsibilities towards their students, staff and the community.

Apart from the foregoing, the raging controversy over the enlistment of private universities in the TETFund scheme was discussed. While the authors of this chapter share in the sentiment of enlisting private universities into the Fund, it is

opined that such enlistment should not be automatic. In other words, the Nigerian public, particularly those oppose to such enlistment should note that the task of university education is not inclusively-government, rather, that of everyone. There is no gainsay that since 1999, private universities have increased access to university education, created employment, advanced the frontiers of research, and contributed to national development. Besides, these universities have competed favourably with their counterparts in the public sector, thereby leading to healthy competition and rivalry.

Notwithstanding, their inclusion in the TETFund scheme should be premised on meeting certain conditions that are similar to their counterparts in the public sector. Importantly, NUC should insist and ensure stricter compliance with guiding principles, such as compliance with governance structure and other similar guidelines before such enlistment. In other words, private universities should show sufficient commitments towards standard, merit and academic excellence. Although, there appears to be more sanity and financial sanctity in private universities than in public universities, such should be sustained.

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Appendix 1: Names, Years of Establishment and Location of Private Universities in Nigeria

S/N	Name of University	Year of Establishment	Location
1	Babcock University	1999	Ilishan-Remo, Ogun State
2	Madonna University	1999	Okija, Anambra State
3	Igbinedion University	1999	Okada, Edo State
4	Bowen University	2001	Iwo, Osun State
5	Covenant University	2002	Ota, Ogun State
6	Pan-African University	2002	Lagos
7	Benson Idahosa University	2002	Benin, Edo State
8	Abti-American University	2003	Yola
9	Redeemers' University	2003	Ede, Osun State
10	Ajayi-Crowther University	2005	Oyo, Oyo State
11	Caritas University	2005	Enugu
12	Al-Hikmah University	2005	Ilorin
13	Bingham University	2005	Jos
14	Renaissance University	2005	Enugu
15	Kwararafa University	2005	Wukari, Taraba
16	Bells University of Tech	2005	Badagry, Lagos
17	Lead City University	2005	Ibadan, Oyo
18	Crawford University	2005	Igbesa
19	Wukari Jubilee University	2005	Wukari
20	Crescent University	2005	Abeokuta
21	Novena University	2005	Oguma, Delta State
22	University of Mkar	2005	Mkar
23	Joseph Ayo Babalola University	2006	Ikeji-Arakeji, Osun State
24	Caleb University	2007	Lagos
25	Fountain University	2007	Osogbo
26	Obong University	2007	Obong Ntak
27	Salem University	2007	Lokoja
28	Tansian University	2007	Umuniga
29	Veritas University	2007	Abuja
30	Wesley University of Science and Technology	2007	Ondo, Ondo State
31	Western Delta University	2007	Oghara, Delta
32	Africa University of Science and Technology	2007	Abuja
33	Achievers University	2007	Owo, Ondo
34	Wellspring University	2009	Evbuobanosa, Edo State
35	Paul University	2009	Akwa, Anambra
36	Rhema University	2009	Obeama-Asa, River State

37	Oduduwa University	2009	Ipetumodu, Osun State
38	Afe Babalola University	2009	Ado-Ekiti, Ekiti State
39	Godfrey Okoye University	2009	Ugwomu-Nike, Enugu
40	Nile University	2009	Abuja
41	Landmark University	2011	Omu-Aran, Kwara State
42	Adeleke University	2011	Ede, Osun State
43	Baze University	2011	Abuja, FCT
44	Samuel Adegboyega University	2011	Ogwa, Edo State
45	Southwestern University	2012	Oku Owa
46	Elizade University	2012	Ilara-Mokin, Ondo State
47	Evangel University	2012	Akaeze
48	McPherson University	2012	Ajebo, Ogun State
49	Gregory University	2012	Uturu
50	Edwin Clark University	2015	Kiagbodo, Delta State.
51	Hallmark University	2015	Ijebu-Itele, Ogun State.
52	Hezekiah University	2015	Umudi, Nkwerre, Imo State.
53	Michael & Cecilia University	2015	Agbara-Otor, Delta State.
54	Mountain Top University	2015	Makogi-Oba, Ogun State.
55	Kings University	2015	Ode-Omu, Osun State
56	Ritman University	2015	Ikot-Ekpene, Akwa-Ibom.
57	Augustine University	2015	Ilara-Epe, Lagos State.
58	Chrisland University	2015	Lagos
59	Summit University	2015	Offa, Kwara State
60	Christopher University	2015	Mowe
61	Kola Daisi University	2016	Ibadan, Oyo State
62	Anchor University	2016	Ayobo, Lagos
63	Dominican University	2016	Ibadan, Oyo
64	Legacy University	2016	Okija, Anambra
65	Arthur Jarvis University	2016	Akpoyubo, Cross River
66	Crown Hill University	2016	Eiyenkorin, Kwara
67	Coal City University	2016	Enugu
68	Clifford University	2016	Owerrinta. Abia
69	Admiralty University	2017	Ibusa, Delta
70	Spiritana University	2017	Nneochi, Abia
71	Precious Cornerstone	2017	Oyo
72	PAMO University of Medical Sciences	2017	Port-Harcourt
73	Atiba University	2017	Oyo
74	Eko University of Medical and Health Sciences	2017	Ijanikin, Lagos
75	Skyline University	2018	Kano
76	Greenfield University	2019	Kaduna
77	Dominion University	2019	Ibadan, Oyo State

78	Westland University	2019	Iwo, Osun
79	Trinity University	2019	Ogun State
80	Topfaith University	2021	Mpata, Akwa-Ibom
81	Thomas Adewumi University	2021	Oko-Irese, Kwara
82	Maranatha University	2021	Mgbidi, Imo
83	Ave Maria University	2021	Piyanko, Nasarawa
84	Al-Istiqama University	2021	Sumaila, Kano
85	Mudiame University	2021	Irrua, Edo
86	Havilla University	2021	Nde-Ikom, Cross River
87	Claretian University of Nigeria	2021	Nekede, Imo
88	NOK University	2021	Kachia, Kaduna
89	Karl-Kumm University	2021	Vom, Plateau
90	James Hope University	2021	Lagos
91	Maryam Abacha American University	2021	Kano
92	Capital City University	2021	Kano
93	Ahman Pategi University	2021	Kwara
94	University of Offa	2021	Kwara
95	Mewar University	2021	Masaki, Nasarawa
96	Edusoko University	2021	Bida, Niger
97	Philomath University	2021	Kuje, Abuja
98	Khadija University	2021	Majia, Jigawa
99	Anan University	2021	Kwall, Plateau
100	Al-Ansar University	2022	Maiduguri, Borno
101	Margaret Lawrence University	2022	Umunede, Delta State
102	Khalifa Isiyaku Rabiun University	2022	Kano
103	Sports University	2022	Idumuje, Ugboko, Delta State
104	Baba Ahmed University	2022	Kano State
105	Saisa University of Medical Sciences & Technology	2022	Sokoto State
106	Nigerian British University	2022	Asa, Abia State
107	Peter University	2022	Achina-Onneh Anambra State
108	Newgate University	2022	Minna, Niger State.
109	European University of Nigeria	2022	Duboyi, FCT
110	North-West University	2022	Sokoto State
111	PEN Resource University	2022	Gombe

Source: National Universities Commission (NUC) <https://www.nuc.edu.ng/nigerian-universities/private-universities/>. Retrieved on 21/05/2022.

Elizade University @10: Navigating a Complex Path in the Making of a World-Class University is an initiative designed to document the strides of Elizade University, Ilara-Mokin, Nigeria, during the first decade of its founding, among other reasons. The book consists of 19 chapters divided into three parts, which include essays that focus on salient issues pertaining to tertiary education in Nigeria, and the various efforts made by Elizade University in the overall pursuit of its world-class-university vision. Contributors to this book include renowned and accomplished academics, astute university administrators and A-Class professionals, who were carefully selected from within and outside Elizade University. The book also contains lectures by eminent Nigerians, such as Professor Abubakar Rasheed, Professor Wole Soyinka and Professor Peter Okebukola, which they delivered during the University's Convocation Ceremonies.

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