

**LECTURERS' PERCEPTION ON THE INFLUENCE OF  
COMMERCIALIZATION ON UNIVERSITY EDUCATION IN  
DWINDLING ECONOMY IN UNIVERSITIES IN ABIA STATE, NIGERIA**

***Onwuchekwa Grace Uzaru, Ph.D***

*Department of Educational Management,  
Michael Okpara University of Agriculture, Umudike,  
Abia State.*

**Abstract**

*The study examined Lecturers' Perception on the influence of Commercialization on University education in Dwindling Economy in Universities in Abia State, Nigeria. Descriptive survey research design was adopted for the study. Two research questions guided the study. The population of the study comprised all the lecturers in the two Universities in Abia State, Michael Okpara University of Agriculture, Umudike and Abia State University, Uturu from which two hundred lecturers were selected for the study through simple random sampling technique. An instrument titled "Lecturers Perception on the Influence of Commercialization on University Education in Dwindling Economy in Universities in Abia State, Nigeria (LPICHEDEN)". Validity of the instrument was ensured through scrutiny by three experts –two in the Department of Educational Management and one from Measurement and Evaluation. Cronbach Alpha was used to test the reliability of the instrument and a co-efficient of 0.89 was obtained. The researcher with three assistants administered the instrument. The research questions were answered using mean scores. . The findings reveal that commercialization has denied many students access into the Universities, many students drop out of Universities, some students engaged in stealing, kidnapping and prostitutions in order to pay their fees and provide other necessary needs. Recommendations were made that Government should increase the budget on education and pay up to 26% allocation to education as recommended by UNESCO among others.*

**Keyword:** Lecturers, Perception, Commercialization, Higher Education and Dwindling Economy.

Commercialization is the creation, marketing, and sale of education goods and services to schools by external providers. The notion of commercialization of higher education implies introduction and consolidation of market logic in activities of education institutions (Odobasa, 2012).

Commercialization of education may be liberally defined as “a process of private ownership and management of educational institutions whereby investments are made with the motive of earning profit” (NIEPA Report, 2006). Generally commercialization is a process by which a new product or service is introduced into the general market. It is a tendency which gives emphasis on to make education profitable as well as business oriented (Swapnali, 2016). Commercialization of education also means a process of private ownership and management of educational institutions whereby investments are made with the motive of earning profits.

University Education in Nigeria is in a crisis. According to Shubham (2016), traditionally, university education was viewed as a vehicle for dissemination of knowledge which would further assist in getting a good job. University education was viewed as an instrument of personal development of individuals to have a better standard of living and an instrument of production and economic growth; and thereby ensuring the economic well-being of people and societies. The traditional function of dissemination of knowledge is under threat. This is the reason Nwadiani (2000) stated that education in Nigeria today is a very big industry. Systemic under-funding, corruption, and misadministration all combine in a torrential fret to rip the institutions of all shine and luster. The sorry state of the Nigerian economy has not helped matters. The best scientists, engineers, historians, and other brains are not at the research institutions. They are not teachers or

analysts either. They are in banks, oil companies, and other places where they are paid at least a little bit more than everywhere else. Jobs are hard to come by. Where they are available, highly skilled workers are paid take-it-or-leave-it slave wages. The worrisome aspect to the unfolding scenario is that even governmental institutions are more guilt of paying paltry wages. No wonder the queues at the embassies (even embassies of such nowhere as Ukraine!) in Lagos and elsewhere in Nigeria kept increasing in length, even in the face of obvious inhuman treatments by unfriendly, uncivil, and insidious foreign embassy officials. These typical situations make the Nigerian symptoms drug resistance, and it is because of this that the Breton Woods advice lack merit (Les, 2014).

This new policy of fee hike is to say the least anti-poor. According to UNESCO, Nigeria ranks first among the countries with the least educated youths in the world with over 80 percent of the school aged youth out of school; the few that are in the system are being rapidly driven out through prohibitive fees. The new regime of fees to be introduced can hardly resolve a single of the problems confronting the education sector (Kola, 2008). There is no way education can survive this chronic under funding without hike in fees. Therefore, the budget is a continuation of the old ruinous policy of cuts in education budget; yet UNESCO recommends that developing economies like Nigeria must commit at least 26 percent of their budgets on education. The real intent of the government is to

commercialize education out of the reach of poor students in order to lay the basis for its total privatization. This is what is happening in the Nigerian Law School where fees were hiked by over 100 percent to N230, 000, which has denied hundreds of law students' access to this year's law school programme (Kola, 2008). Unless the students build a genuine resistance to the policy of education commercialization and hike in fees on a national level, children from working class backgrounds will be denied complete access to education.

In a country where over 70 percent are living in penury; where the minimum wage is less than N6, 000 monthly and where hundreds of thousands of workers are retrenched with pensions not paid, such hike in fees is to say the least inhuman and anti-poor. The plan is to under fund education so as to lay the basis for its commercialization and privatization thus taking education out of the reach of the poor working class families but the exclusive preserve of the rich few. Despite billions of dollars that had accrued to the country's coffer since 1999 coupled with over \$45 billion in Nigeria's foreign account, the government could still not fund education properly and provide free, qualitative and functional education at all levels. This is glaringly manifesting in the meager 7.1 percent budgeted for education in the proposed 2009 budget, yet UNESCO recommends a minimum of 26 percent of budget for education for developing economies like Nigeria. Even the much-hated Obasanjo government budgeted 8.6 percent to education in 2006.

The argument that government cannot spend huge amount on education because of other pressing need is unfounded as governments at all levels spend over 40 percent of their budgets (running to over N1 trillion) yearly on salaries of just 17, 747 public officers while public education that should cover over 80 million youth is given less than 7.5 percent (just N225 billion) of the federal budget! Moreover, the meager resources being budgeted for education are being siphoned through back doors especially by state governments (Kola, 2008). In Imo State University, students are still protesting latest obnoxious hike of their fees by hundreds of percentage. To add insult upon injury, the more the students' pay, the worse the living and studying conditions. The general argument of school authorities is that the schools are under-funded, thus students and their poor parents have to pay for this.

The government through the advice of IMF/World Bank has concentrated on policies that will enhance the profit of the business community and the international moneybags in Nigeria, that is through budgetary allocation for bailing out big private companies. The rest of the budget is used to invite the foreign experts through consultancy projects that have little or no impacts on the lives of ordinary Nigerian. This is why a huge chunk of the education budget is allocated to seminars and lectures on issues such as AIDS/HIV when in actual facts many young ladies are taking to prostitution as a result of the failed education sector (Kola, 2008).

This commercialization of higher education is not happening in Nigeria only. Russian, Indian, US among others higher educations are commercialized. The Nigerian governments have been advised to emulate other countries where education, especially at the tertiary level, is not funded by the government. Education in the US is very expensive, and from tuition receipts schools are able to fund some of their programs. What we are not told, however, is that tuition receipts form only a fragmentary portion of the funds available to US academic institutions. The major bulk of funds come from scholastic endowments, grants (from government and private funding sources), marketing of research outcomes, consulting to private and governmental institutions, publishing and publications, etc. Most Nigerian university administrators expect their running funds to be delivered on a platter of diamond. Where is the practical application of the dynamics of entrepreneurship they teach to students? In place of ingenuity is indolence, and in place of research culture is a system of graft and sexual harassment. Even though tertiary education (education is practically free up to the high school level) in the US is not free in the practical sense, there are a number of shock absorbers, so to speak, that are inbuilt into the system. These cushions ensure that citizen welfare is not compromised in the name of governmental policies and reforms. For a start, we need to remember that there are jobs available to students in the US by which they could earn extra money even while in school. They do not

have to depend on their parents for pocket monies (Adelekem, 2005).

In Nigeria, where even university graduates roam the streets unsuccessfully in search of work, there is no hope for students to get one. And because their sole means of survival are their parents, they put so much strain on those parents, whose paltry wages are already over-stretched by fuel increase, fare increase, food cost increase, and house rent increase. Most students in the US could live comfortably on their own, without putting any extra burden on their parents. Through the department of education, students could apply for such benefits as the Pell Grant, an income-based tuition-free funding that is available to first time undergraduate students. For those students who do not qualify for the Pell Grant, there are available numerous other scholarship programs that ensure that they pay nothing out of their pockets for their education. Most colleges will offer sports scholarships to budding athletes discovered through their high school exploits. Academic scholarships also make it possible to attend even the most prestigious schools tuition and board-free (Adelekem, 2005). For those other average students who do not qualify for any of the above program, there is the Stafford loan scheme by which students could apply for student loans, through the department of education, from any of the numerous participating banks. To ensure that the banks do not prey on innocent students, the education department gets involved in the whole process all the way, and they ensure that the lowest interest rates

available at the time the loans are initiated are charged students. To make life after school a smooth transition for the new graduate, student loans are generally not repaid immediately after graduation. There is usually a six-month grace period and, within this period, the student is allowed to get a job and settle down to life. The Stafford subsidized loans make it possible for the government to pay the interests accruing on the loans on behalf of the students while they are still in school. With the above programs, and many such others in place, it becomes easy for the US government to successfully execute its No Child Left Behind education program (Adelekem, 2005). The way the governmental reform is headed, it would drive the majority away from schools by taking education away from the poor masses, and turning the tertiary institutions into sacred places reserved for only the stupendously rich (Adelekem, 2005).

The youths, they say, are the future of any nation; the process of youth education and development would, therefore be top priority for any progressive nation. The critical question therefore, is whether or not our educational policies and programmes can produce the expected quality of youth development that would ensure that the Nigerian project will be successfully sustained (Les, 2014).

Dwindling economy is an economy that keeps on becoming or making smaller or less; diminish; shrink. The ubiquitous dilapidated structures and facilities in our educational institutions are the inevitable products of inadequate funding and misappropriation of the

meagre annual allocation for education. Besides, the often protracted industrial actions by staff unions, and the consequent horrid dislocation of academic calendars are fundamentally also, products of inadequate funding (Les, 2014). Ultimately, the dismal quality of education has led to migration of students from affluent homes to expensive educational institutions abroad. Conversely, however, while children from more privileged homes may pay over (\$50,000) N15m to study abroad, thousands of their indigent counterparts constantly risk their lives across deserts and turbulent seas to also seek greener pastures abroad.

Commercialization has a number of aspects and consequences: decrease in state funding and higher education regulation, public education sector privatization, individual education financing, promoting competitiveness among individuals and institutions, cost reduction and non-profitable education programs elimination, precariousness of academic profession etc. It also has resulted in decrease in higher education quality, students' competences reduction, wastefulness related to tax payers' money, injustice towards members of the lower classes, lack of discipline within universities and political destabilization of the society. In wider perspective, commercialization of higher education takes place together with reduction, privatization and commercialization of all other segments of public sector. At the same time with reduction of public financing, education services have been

selling more both at private and public universities. The result of this is that both university types are seen as profit enterprises that should be run in managerial and marketing terms. (Odobáša, 2012).

Murat (2014) pointed out that the most important criticisms addressed to the commercialization of higher education are about its role of eliminating equality of opportunity in education. This condition that will lead to social stratification shows that massified higher education is redesigned for elite community as it was in the past. Conversely, while children from privileged homes may pay over N8m (\$50,000) to study abroad, thousands of their indigent counterparts constantly risk their lives across deserts and turbulent seas to also seek greener pastures abroad (Les, 2014).

In the light of the foregoing, Ajayi and Ekundayo (2008) observed that Nigeria, which is one of the poorest countries in the world in terms of per capita income, needs to be assisted by the private sector, particularly, in the establishment and management of educational institutions; since the three tiers of government alone cannot cope with all the educational needs (Muhammed and Gbenu, 2007); as the national economic resources dwindled, it became increasingly difficult for government alone to meet adequately the financial obligation of all the sectors of the economy, mostly affected was the education sector (Shobowale, 1999). In support of this, Oshutokun (2006) reiterated that 'underfunding remains the major

hindrance to the development of the nation's university sector'. As Utulu (2001) also pointed out, another thorny issue which could account for the decline in the higher education output in Nigeria is lack of physical facilities and the decay of available ones due to inadequate maintenance. Muhammed and Gbenu (2007) also noted that the universities in Nigeria particularly operate in adverse conditions, overcrowding and deteriorating physical facilities, shortage of library books, education materials, laboratory consumables and poor maintenance. In the same vein, Ejiogun (2003) remarked that a visit to the Nigerian universities will reveal the pitiable situation of higher education institutions: overcrowded hostels, classrooms with desks and seats for students, lectures without chalk or duster, cubicles as lecturers' offices, departmental offices without stationery and typewriters, lawns overgrown with weeds, blocked sewage system, as well as facilities and departments without a single toilet, among others.

It is funny that a government that wants to create an industrialized economy by 2020 is not ready to dedicate not even 20 percent of its budget to education when UNESCO prescribed 26percent for a developing economy. It is unfortunate that many student unions have turned themselves to the extension of their various managements. Notwithstanding this, students across the country must pressure their local students' union leaderships and national association of Nigerian students leaders to declare "days of actions" to include press campaign,

rallies, lecture boycott, protest marches to demand for proper funding of education by at least 26 percent of the budget as prescribed by UNESCO for developing economies coupled with democratic running of the education sector to include education workers' unions and students' movements (Kola,2008). Oral interview reveals that most students who could not afford to pay the high fees joined various armed robbery and kidnapping groups in order to pay their school fees. Many girls engage in prostitution too. Others withdraw drop out from entirely due to financial constraints. Some students forged the school fees receipt so that they can be allowed to write examinations. Many of the students were caught and expelled from the universities.

This places an enormous task on education workers and students to start a massive movement against government's insincerity about public education by building a joint struggle to salvage education (Kola, 2009). Many protests were organized by Joint Action Front, also has, as participants, the Academic Staff Union of Polytechnics, National Association of Nigerian Students, Concerned Students against Education Commercialization, Education Rights Campaign, among others. Academic Staff Union of Universities (ASUU) had to embark on a two-week working strike (and possibly following it, total shutdown of schools) as a response to government's insensitivity and hypocrisy to their longstanding demands including proper funding of education by at least 26 percent among others. These demands also echo

those of Education Rights Campaign (ERC) - a pan-Nigerian radical student organization .The fee hike is not limited to state owned institutions alone. There have been obnoxious hike in fees in federal government owned institutions in the country. In Abia State University for instance, the fees hike is more than one hundred percent and at Michael Okpara university of Agriculture, Umudike, the fees is moderately high. It is against these fees that the researcher examined lecturers' perceptions on the influence of commercialization on students in universities in Abia State.

### **Statement of Problem**

Education at all levels is supposed to be free. This will make everyone to go to school and be literate. And the government has made policies to achieve education for all by the year 2020. To worsen the situation in Nigeria; the government has not invested up to 26% budget on education. The reason being government commitment to IMF/World Bank officials of which one of the conditions is acute cut in social spending vis-à-vis education, health among others. The result is the commercialization of education which has increased school fees in universities. Many students who were training themselves have withdrawn from schools due to financial constraints. Some students have joined armed robbery gangs, kidnapping groups in order to get money to pay their fees. The question is, what are the lecturers perceptions on the influence of commercialization of university education on students and what can be

done to help these students. This is the onus of this research work.

### **Research Questions**

The following research questions guided the study.

1. What are the lecturers' perceptions about the consequences of commercialization of higher education in Universities in Abia State?
2. What are the lecturers' perceptions on the strategies to help students overcome the influence of commercialization in Universities in Abia State?

### **Methodology**

Descriptive survey design was adopted for the study. The study was conducted in one federal and one state Universities in Abia State. The population of the study comprised of all the lecturers in Abia State University (668) and Michael Okpara University of Agriculture, Umudike(771). A sample of 200 lecturers (100 from Abia State University and 100 from Michael Okpara University, Umudike) that were selected through simple random sampling. The instruments used were a researcher-developed questionnaire containing items and oral interview. An instrument titled "Lecturers perception on the Influence of Commercialization of Higher Education in Dwindling Economy in Universities in Abia State (LPICHEDE)". Validity of the instrument was ensured through scrutiny by three experts –two in the Department of Educational Management and one from Measurement and Evaluation. Cronbach

Alpha was used to test the reliability of the instrument and a co-efficient of 0.89 was obtained. The questionnaire was structured on a four point rating scale of strongly Agreed (SA), 4points, Agreed (A), 3points, Strongly Disagree (SD) 2points and Disagreed (D) 1point. 200 copies of the questionnaire were administered by the researcher with three assistants. The filled questionnaire was collected on the spot. The data were analysed using mean scores. Items with mean scores equal to or higher than 2.50 represent agreed whereas items with mean scores lower than 2.50 represent disagreed. Thus 2.50 is the decision rule.

### **Results**

#### **Research Question1**

**What are the lecturers' perceptions about the influence of commercialization of higher education on students in Universities in Abia State?**

*Lecturers' Perception on the Influence of Commercialization on University Education in Dwindling Economy in Universities in Abia State, Nigeria - Onwuchekwa Grace Uzaru, Ph.D*

**Table 1: Mean Scores and Standard Deviation of Lecturers on the Influence of Commercialization on Students**

S/N	Statement	x	Rank	Decision
1	Commercialization has increased school fees.	3.36	2 <sup>nd</sup>	Agreed
2	There is reduction in government funding of education.	3.71	1 <sup>st</sup>	Agreed
3	Children of poor parents cannot afford the high school fees.	3.60	3 <sup>rd</sup>	Agreed
4	Many students withdraw or drop out from the universities.	3.78	5 <sup>th</sup>	Agreed
5	Many students joined armed robbery and kidnapping gangs in order to get money for their school fees.	3.48	4 <sup>th</sup>	Agreed
6	Many girls from poor homes engage in prostitution to pay their school fees	3.36	6 <sup>th</sup>	Agreed
7	Lack of facilities and this has affected students learning as many learn in an overcrowded classrooms, live in dilapidated hostel environment among others.	3.24	7 <sup>th</sup>	Agreed

Table 1 reveals that all the statements identified obtained mean scores above the criterion decision of 2.50. That means that lecturers accepted the item 1,2,3,4,5,6,7 as the influence of commercialization of university education on students.

**Research Question 2**

**What are the lecturers' perceptions on the strategies to help students overcome the influence of commercialization in University Education in Abia State?**

**Table 2: Mean and Standard Deviation of Lecturers' Perception on the Strategies to Help Students Overcome the Influence of Commercialization of University Education**

S/N	Statement	X	Rank	Decision
8	Government should dedicate a minimum of 26 percent of budget for education as recommended by UNESCO.	3.70	1 <sup>st</sup>	Agreed
9	Private sector should help in funding education.	3.27	3 <sup>rd</sup>	Agreed
10	Grants should be set aside for children from poor homes.	3.65	2 <sup>nd</sup>	Agreed
11	Scholarship schemes should be made available to help cushion the influence of commercialization.	3.16	5 <sup>th</sup>	Agreed
12	Job opportunities should be created or our youth.	3.20	4 <sup>th</sup>	Agreed

Table 2 shows that all the strategies identified obtained high mean scores which were above 2.50 the criterion for decision. This implied that items 8, 9, 10, 11 and 12 stated are the strategies for overcoming the influence of commercialization of university education on students and

### **Discussion**

The results of the study revealed that there is reduction in government funding of education, commercialization has increased school fees, children of poor parents cannot afford the high school fees, many students joined armed robbery and kidnapping gangs in order to get money for their school fees, many students withdraw or drop out from the universities, many girls from poor homes engage in prostitution to pay their school fees and lack of fund has resulted in poor facilities and this has affected students learning as many learn in an overcrowded classrooms, live in dilapidated hostel environment among others. This finding agrees with (Les, 2014) who opined that the ubiquitous dilapidated structures and facilities in our educational institutions are the inevitable products of inadequate funding and misappropriation of the meagre annual allocation for education. Besides, the often protracted industrial actions by staff unions, and the consequent horrid dislocation of academic calendars are fundamentally also, products of inadequate funding. The findings is in line with Oshutokun (2006) when he reiterated that 'underfunding remains the major hindrance to the development of the nation's university sector'. The findings is in tandem with Adelekem (2005) when he stated that the way the governmental reform is headed, it would drive the majority away from schools by taking education away from the poor masses, and turning the tertiary institutions into sacred places reserved for only the stupendously rich. This is supported by Murat (2014)

when he pointed out that the most important criticisms addressed to the commercialization of higher education are about its role of eliminating equality of opportunity in education.

Table 2 revealed that the strategies that will be used to overcome the influence of commercialization of universities on students include Government should dedicate a minimum of 26 percent of budget for education as recommended by UNESCO, private sector should help in funding education, grants should be set aside for children from poor homes, scholarship schemes should be made available to help cushion the influence of commercialization and job opportunities should be created for our youth. The finding is in agreement with Kola (2008) when he suggested that there should be protest marches to demand for proper funding of education by at least 26 percent of the budget as prescribed by UNESCO for developing economies ....The findings is in line with Adelekem (2005) when he stated that through the department of education in US students could apply for such benefits as the Pell Grant, and other numerous scholarship programs that ensure that they pay nothing out of their pockets for their education. Others offer are sports scholarships to budding athletes discovered through their high school exploits and academic scholarships also make it possible to attend even the most prestigious schools tuition and board-free.

The implication is that increase in government funding of university education will improve the condition of facilities in the universities. The offer of

scholarship to students will enable children of the poor to attend universities.

### **Conclusion**

Commercialization of university education means reduction in government spending on education which resulted in hike in tuition fees. It is a tendency which gives emphasis on to make education profitable as well as business oriented. This opened the door for private individuals to establish schools for profit making. Many students whose parents could not afford the high fees has resulted to stealing, armed robbery, prostitution to mention a few. To resolve this, government should increase the budget on education. Private individuals, non-governmental organizations and others should offer scholarships to students to cushion the influence off commercialization in the universities.

### **Recommendation**

1. Government should increase university duration funding up to 26% recommended by UNESCO.
2. Several scholarships should be made available to enable indigent student's access university education.
3. There is the need create jobs for our graduates and adequate salaries and better conditions of service for them.

### **References**

- Adelekem, O. (2005). Commercialization of education in Nigeria: To be or not to be? NIGERIA WORLD.COM.
- Ajayi, I.A. & Ekundayo, H.T. (2008). The deregulation of University education in Nigeria: Implications for quality assurance. *NEBULA*, 5 (4), 212-224.
- Ejiogu, A. (2003). Decentralization as panacea for Nigeria's education misadventure. A paper presented at the annual conference of Nigerian Association for Educational Administration and Planning at the University of Ibadan. 29-31 October.
- Hogan, A and Thompson, G. (2017). Educational purposes and ideals, globalization, economics, and education, technology and education. DOI:10.1093/acrefore/9780190264093.013.18
- Kola, I. (2008). Education commercialization in Nigeria: Continuation of the ruinous past [www.pambazuka.org](http://www.pambazuka.org)

*Lecturers' Perception on the Influence of Commercialization on University Education in Dwindling Economy in Universities in Abia State, Nigeria - Onwuchekwa Grace Uzaru, Ph.D*

---

- Kola, I. (2009). *Time to resist the commercialization of education*. Obafemi Awolowo University (OAU), Ile-Ife, Nigeria.
- Les, L. (2014). Commercialization of education and the storm ahead. In *Rational Perspectives*.
- Muhammed, M.O.B. and Gbenu, J.P. (2007). Public Universities on the brink of collapse in Nigeria: Private sector participation as a way out. In Babalola, J.B., Akpa, G.O., Ayeni, A.O. and Adedeji, S.O. *Access, equity and quality in higher education*. Nigerian Association for Educational Administration and Planning. Ibadan: Awemark.
- M urat (2014). Commercialization of higher education in globalization process and customer-oriented applications. World Universities Congress, At Çanakkale Onsekiz Mart University, TURKEY, 1.
- NIEPA (2006). Report on National Seminar on Privatization and Commercialization of Higher Education. New Delhi, India: NIEPA.
- Nwadiani, M. (2000). Economic dimension of educational planning in Nigeria: Theory and practice. Benin City. Monose Amalgamates.
- Odobasa, R. (2012). Commercialization of higher education and changes in the management of public education institutions: examples and lessons from Anglo-American Universities. *Interdisciplinary Management Research*. 2012, Vol. 8, p234-245. 12p.
- Oshuntokun, A. (2006). How I got N16,000 for research in 33 years. *The Punch*. March 28.
- Shubham, Raturi (2016). What is Commercialisation of Education? What are its effects? <https://www.quora.com/What-is-Commercialisation-of-Education-What-are-its-effects>
- Shobowale, S.M.O. (1999). Sustaining higher education through private sector participation. In Oderinde, B.B. and Okunneye, R.O. (Eds.) *Enhancing quality education in Nigeria*. Ibadan: Gabester Educational.
- Swapnali, B. (2016). Commercialization of education system: A critical analysis. *International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS)*, 1 (XII), Page No. 71-76.
- UNESCO (2004). *EFA Global Report 2005. Education For All: The quality imperative*. Paris.
- Utulu, C.C. (2001). Quality of University education in Nigeria: Problems and solutions. *Journal of the Commonwealth Council for Educational Administration and Management*, 29(1).